

Montana Prevention Needs Assessment Student Survey



**State Report
2008**

Sponsored by:

**Montana Department of
Public Health and Human Services
Addictive and Mental Disorders Division
Chemical Dependency Bureau**

Conducted by:

Bach Harrison L.L.C.

Montana Prevention Needs Assessment Student Survey

State Report 2008

Sponsored by:

Montana Department of Public Health and Human Services
Addictive and Mental Disorders Division, Chemical Dependency Bureau

Jackie Jandt
Planning and Outcome Officer and
Montana Prevention Needs Assessment Survey Project Director
Chemical Dependency Bureau
DPHHS - AMDD
PO Box 202905
555 Fuller Avenue
Helena, MT 59620-2905

Conducted by:
Bach Harrison L.L.C.

Table of Contents

Acknowledgements	vi
Executive Summary.....	vii
Introduction	1
Section 1: Survey Methods	3
Survey Questionnaire.....	3
Administration	4
Completion Rate and Ability to Generalize the Results	5
Survey Participants	5
Validity of the Data	5
Section 2: Risk and Protective Factors for Substance Abuse and Other Youth Problem Behaviors.....	10
History and Importance of Risk and Protective Factors	10
How to Read the Risk and Protective Factors in the Section	11
Community Risk and Protective Factors	12
Community Risk and Protective Factor Scales.....	14
Family Risk and Protective Factors	16
Family Risk and Protective Factor Scales	18
School Risk and Protective Factors	20
School Risk and Protective Factor Scales.....	21
Peer/Individual Risk and Protective Factors.....	23
Peer/Individual Risk and Protective Factor Scales	26
Section 3: Survey Results.....	29
Age of Initiation.....	29
Lifetime ATOD Use, By Grade.....	30
30-Day ATOD Use, By Grade	32

Lifetime Use by Gender.....	34
30-Day Use by Gender	36
Intention to Use ATODs.....	38
Student Sources for Obtaining Alcohol	40
Perceived Harmfulness	42
Perceived Availability	44

Section 4: Antisocial Behaviors and Additional Results..... 46

Heavy Substance Use and Other Antisocial Behaviors by Grade and Gender	46
Handguns	48
Violence	50
School Achievement and Substance Use	52
Parent’s Education and Youth Substance Use.....	54
Marijuana Use in Relation to Perceived Parental Acceptability	56
Marijuana Use in Relation to Perceived Peer Acceptability.....	58
Depressive Symptoms and Substance Use	60
Probationers: Substance Use and Antisocial Behavior	62
Montana Native American Students and Substance Use	65
Family Dinner	70
Parent/Child Communication About the Dangers of Substance Use.....	72

Appendices

- A. Montana Prevention Needs Assessment 2008 Student Survey
- B. Risk and Protective Factors and Their Associated Survey Scales
- C. Montana PNA Survey Results, Frequency, and Percentage for Each Response Category
- D. Item Dictionary for the 2008 Montana PNA Student Survey
- E. Description of Profile Reports, Sample Profile Report, and Selected Charts for Males Compared to Females
- F. Lifetime and 30-Day Substance Use by MACO Region

Table of Figures and Tables

Executive Summary

Figure 1:	Lifetime, 30 Day, and Heavy ATOD Use, Grade 10.....	ix
Figure 2:	Antisocial Behavior, Drinking & Driving, Grade 10	x
Figure 3:	Montana Risk Profile, Grade 10	xi
Figure 4:	Montana Protective Profile, Grade 10	xii
Table 1:	Percentage of Montana Respondents Who Used ATODs During Their Lifetime by Grade.....	xiv
Table 2:	Percentage of Montana Respondents Who Use ATODs During the Past 30 Days by Grade.....	xv

Section 1: Survey Methods

Table 3:	Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics.....	7
Figure 5:	Gender: Breakdown in Students Taking the 2008 Montana Prevention Needs Assessment Survey	8
Figure 6:	Ethnic: Breakdown in Students Taking the 2008 Montana Prevention Needs Assessment Survey	8
Figure 7:	Family Structure: Breakdown of Students Taking the 2008 Montana School District Prevention Needs Assessment Survey	8
Table 4:	Total Number and Percentage of Survey Respondents by MACO Region.....	9

Section 2: Risk and Protective Factors and Scales

Table 5:	Youth At Risk: Community.....	12
Table 6:	Community Domain Risk and Protective Factor Scores.....	14
Figure 8:	Risk Factors: Community Domain (2008).....	15
Figure 9:	Protective Factors: Community Domain (2008).....	15
Table 7:	Youth At Risk: Family	16
Table 8:	Family Domain Risk and Protective Factor Scores	18
Figure 10:	Risk Factors: Family Domain (2008)	19
Figure 11:	Protective Factors: Family Domain (2008).....	19
Table 9:	Youth At Risk: School.....	20
Table 10:	School Domain Risk and Protective Factor Scores	21
Figure 12:	Risk Factors: School Domain (2008).....	22
Figure 13:	Protective Factors: School Domain (2008).....	22
Table 11:	Youth At Risk: Peer/Individual	23
Table 12:	Peer/Individual Domain Risk and Protective Factor Scores.....	27
Figure 14:	Risk Factors: Peer/Individual Domain (2008)	28
Figure 15:	Protective Factors: Peer/Individual Domain (2008)	28

Survey Results

Table 13:	Age of Initiation (2008)	29
Figure 16:	Average Age of First Substance Use.....	29
Figure 17:	Lifetime ATOD Use: Montana (2004, 2006, 2008) Compared to National (MTF 2007)	30
Table 14:	Percentage of Montana Respondents Who Use ATODs During Their Lifetime by Grade	31
Figure 18:	30-Day ATOD Use: Montana (2004, 2006, 2008) Compared to National (MTF 2007)	32
Table 15:	Percentage of Montana Respondents Who Used ATODs During the Past 30 Days by Grade.....	33
Figure 19:	Montana Lifetime Substance Use by Gender (2008).....	34
Table 16:	Percentage of Males by Grade Who Used ATODs During Their Lifetime.....	35
Table 17:	Percentage of Females by Grade Who Used ATODs During Their Lifetime.....	35
Figure 20:	Montana 30-Day ATOD Use by Gender	36
Table 18:	Percentage of Males By Grade Who Used ATODs During the Past 30 Days	37
Table 19:	Percentage of Females By Grade Who Used ATODs During the Past 30 Days	37
Table 20:	Percentage of Youth with Intention to Use ATODs	38
Figure 21:	Intention to Use ATODs.....	39
Table 21:	Percentage of Alcohol-Drinking Students Indicating Their Usual Source of Obtaining Alcohol	40
Figure 22:	Students' Sources of Obtaining Alcohol, of Students Who Indicated Drinking Alcohol.....	41

Table 22:	Percentage of Montana and Monitoring the Future (2007) Respondents Who Perceive That Using the Five Categories of Substances Places People at "Great Risk"..	42
Figure 23:	Perceived Harmfulness of Using Cigarettes, Marijuana, or Alcohol: Montana (2004, 2006, 2008) Compared to National (MTF 2007)	43
Table 23:	Percentage of Montana and Monitoring the Future (2007) Respondents Who Perceive the Four Substances as "Sort of Easy" or "Very Easy" to Get	44
Figure 24:	Perceived Availability of Cigarettes, Alcohol, Marijuana, Methamphetamines, and Other Drugs: Montana (2004, 2006, 2008) Compared to National (MTF 2007)	45

Section 4: Factors Related to Substance Use

Figure 25:	Montana Heavy Substance Use and Antisocial Behaviors: Male, Female, and State Total	46
Table 24:	Percentage of Males, Females, and the Total State Who Engaged in Heavy Substance Use and Antisocial Behavior	47
Table 25:	Number and Percentage of Youth Who Responded to Questions About Handguns	48
Figure 26:	Students' Use of Handguns and Perceptions About Them	49
Table 26:	Total Number and Percentage of Youth Who Responded to Questions About Violence and Gangs.....	50
Figure 27:	Student Violent Activity/Perceptions and Gang Involvement	51
Table 27:	Percentage Using ATODs by Academic Grades (2008).....	52

Figure 28: Montana ATOD Use and Academic Performance (2008)	53
Table 28: Percentage Using ATODs by Father/Mother's Education (2008).....	54
Figure 29: ATOD Use and Parents' Education (2008)	55
Table 29: Use in Relation to Perceived Parental Acceptability of Marijuana Use (2008).....	56
Figure 30: Marijuana Use in Relation to Perceived Parental Acceptability (2008)	57
Table 30: Use in Relation to Perceived Peer Acceptability of Marijuana Use (2008).....	58
Figure 31: Marijuana Use in Relation to Perceived Peer Acceptability (2008)	59
Table 31: Percentage Using ATODs and Level of Depressive Symptoms (2008).....	60
Figure 32: Montana ATOD Use by Level of Depressive Symptoms	61
Table 32: Percentage of Probationers Compared to General Population Who Used ATODS During Their Lifetime ...	63
Table 33: Percentage of Probationers Compared to General Population Who Used ATODS During the Past 30 Days	63
Table 34: Percentage of Probationers Compared to General Population Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year.....	63
Figure 33: Lifetime Substance Use: Comparison of Probationers and General Student Population (2008).....	64
Figure 34: 30-Day Substance Use: Comparison of Probationers and General Student Population (2008).....	64
Figure 35: Heavy Substance Use and Antisocial Behavior: Comparison of Probationers and General Student Population (2008).....	64

Table 35: Percentage of Native American Students Who Used ATODs During Their Lifetime.....	66
Table 36: Percentage of Native American Students Who Used ATODs During The Past 30 Days	66
Table 37: Percentage of Native American and General Student Population Who Have Used ATODs During Their Lifetime.....	67
Table 38: Percentage of Native American and General Student Population Who Have Used ATODs During The Past 30 Days	67
Figure 36: Lifetime Substance Use: Comparison of Native American Students and General Student Population (2008).....	68
Figure 37: 30-Day Substance Use: Comparison of Native American Students and General Student Population (2008).....	69
Table 39: Percentage Reporting the Average Number of Times They Eat Dinner with Their Family in a Typical Week ..	70
Table 40: Percentage Reporting the Average Number of Times They Eat Dinner with Their Family by Substance Use Rates	70
Figure 38: Alcohol Use by Reported Number of Times Per Week That They Have Eaten Dinner With Their Family.....	71
Table 41: Percentage of Students Indicating Communication With Parents About the Dangers of Substance Use	72
Figure 39: Percentage of Students Indicating Communication With Parents About the Dangers of Substance Use	73



Acknowledgements

This study was a cooperative project of the Montana Department of Public Health and Human Services, Addictive and Mental Disorders Division, Chemical Dependency Bureau and Bach Harrison L.L.C. Funding was provided by the Center for Substance Abuse Prevention under the Montana Substance Abuse, Prevention and Treatment (SAPT) block grant. The cooperation of the Montana Office of Public Instruction and public schools throughout Montana was instrumental in completing the 2008 Prevention Needs Assessment Survey.

There were many individuals who helped with this project. The staff of Bach Harrison L.L.C. would like to thank Jackie Jandt for her support and efforts at promoting the survey and the Risk and Protective Factor Model of prevention throughout Montana and supervising the needs assessment process.

We would like to acknowledge the efforts of the staff of Bach Harrison L.L.C. — Paris Bach-Harrison, Taylor Bryant, and Mary VanLeeuwen Johnstun — for their assistance in working with schools, scanning questionnaires, conducting analyses, and preparing the final report.

Executive Summary

The Montana Prevention Needs Assessment (PNA) Survey has been administered to Montana's youth in grades 8, 10, and 12 six times — October 1998, March 2000, February-March 2002, February-March 2004, February-March 2006, and February-March 2008. Comparisons in this summary will be made between the results of the 2004, 2006, and 2008 surveys. Readers who are interested in the results from the 1998, 2000, or 2002 PNA surveys can consult the 1998, 2000, 2002, 2004, or 2006 reports. Montana survey results can also be compared to youth nationwide. The PNA Survey was designed to measure the need for prevention services among youth in grades 8, 10, and 12 in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco and other drugs (ATODs) and participation in various antisocial behaviors.

The survey was sponsored by the Montana Chemical Dependency Bureau, Addictive and Mental Disorders Division (AMDD), Montana Department of Public Health and Human Services and funded by the Center for Substance Abuse Prevention under the Montana Substance Abuse, Prevention and Treatment (SAPT) block grant. The AMDD contracted with Bach Harrison L.L.C. to conduct the survey. The survey was administered to 21,194 (17,588 in grades 8, 10, and 12) youth throughout Montana during spring 2008.

Participation By Montana Youth

While the 2008 administration of the Montana PNA Survey provided schools with the option to survey students in the 7th, 9th, and 11th grades at no cost, the main focus of the Montana PNA was on students in the 8th, 10th, and 12th grades. An attempt was made to survey all of the students in grades 8, 10, and 12 in Montana. This level of surveying is necessary because program

planning often requires knowledge of substance use, antisocial behavior, and risk and protective factors for various subpopulations, such as youth in a specific community, a grade in school, or from single-parent homes. Having a good sample of students allowed Bach Harrison to generate profile reports at the school, school district, county, and regional levels.

Enrollment figures from the Montana Office of Public Instruction show that for the 2006-2007 school year, there were a total of 34,265 students in grades 8, 10, and 12 who were eligible to participate in the survey. A total of 17,588 students in grades 8, 10, and 12 participated in the 2008 PNA Survey which resulted in a participation rate of 51.3%. There was good representation across the state.

For the Montana PNA Survey, there was nearly an equal number of males and females who took the survey in all grades (female = 49.6% and males = 50.4%). The majority of respondents were White (80.8%), with the next largest ethnic group being Native American (9.6%). The other ethnic groups accounted for 10.6% of the respondents.

While not all students participated, the fact that over fifty percent of students across the state completed this voluntary survey makes this survey a good estimate of the rates of ATOD use and levels of risk and protective factors of youth in the state. The survey results provide considerable information for communities to use in planning prevention services.

The Risk and Protective Factor Framework

Montana has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict

increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by Drs. Hawkins and Catalano include bonding to family, school, community, and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Research on risk and protective factors has important implications for prevention efforts. The premise of the risk and protective factor model is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem behaviors. By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

In order to make the results of the 2008 Montana PNA Survey more usable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. Comparisons can be made between youth in Montana and a more national sample (8-state norm). The states upon which the 8-state norm is based include Arizona, Arkansas, Louisiana, Michigan, Montana, Nebraska, Oklahoma, and Utah.

A detailed description of how the profiles were developed is contained in the main body of the *Montana Prevention Needs Assessment Survey 2008 State Report*.

An example of the substance use and risk and protective factor profiles contained in the main report can be seen in Figures 1, 2, 3, and 4. The samples are for 10th grade students in Montana who completed the survey. Similar profiles have been developed for the individual grades (8, 10, and 12), and were sent to each participating school district. These profiles allow prevention planners to more precisely target prevention interventions. Charts for all grades and more information on profile development are contained in Appendix E of this state report.

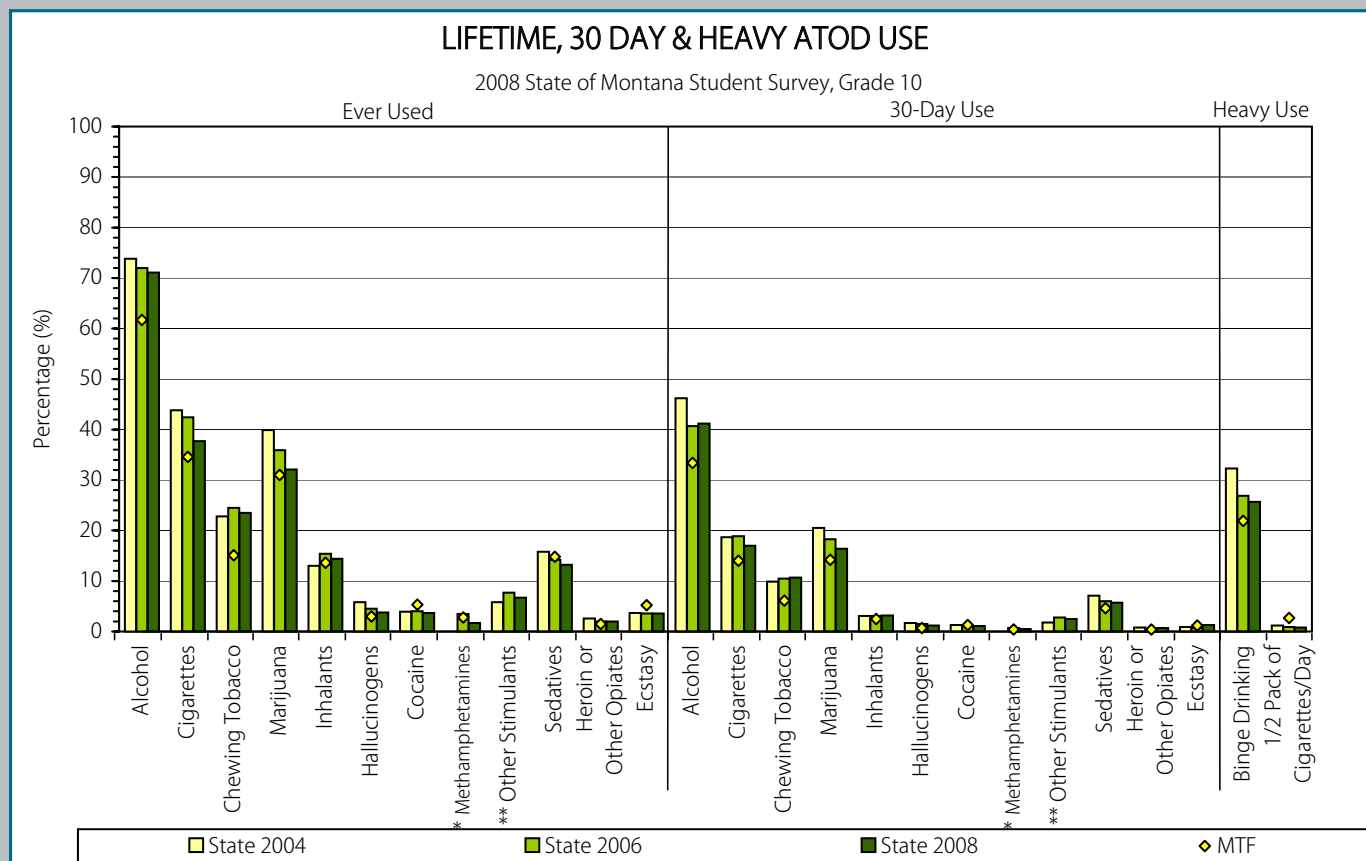
Rates of ATOD use for Montana 10th grade students can be seen in Figure 1, and rates of antisocial behaviors and drinking and driving rates can be seen in Figure 2. For many substances, 10th grade lifetime and 30-day use rates are on the decline. Tenth grade lifetime use rates of alcohol, cigarettes, marijuana, hallucinogens, and sedatives have been gradually decreasing since the 2004 survey. Past month 10th grade use of marijuana and reports of binge drinking in the past two weeks also been decreasing since 2004. As for antisocial behaviors, rates of being drunk or high at school, selling illegal drugs, and being arrested have been gradually decreasing since 2004; while rates of carrying a handgun at least once in the past year have been increasing since 2004.

Figure 3 shows the percentage of Montana 10th grade students who are at-risk for problem behaviors compared to the 8-state norm. Montana 10th graders are less at-risk for several scales than students in other states. As can be seen in the risk profile chart (Figure 3), some areas where 2008 Montana 10th grade scales are well above the eight-state level are Perceived Availability of Handguns, Parental Attitudes Favorable to Antisocial Behavior, Parental Attitudes Favorable to Drug Use, Peer/Individual Attitudes Favorable to Drug Use, Peer/Individual Attitudes Favorable to Antisocial Behavior, Perceived Risk of Drug Use, Sensation Seeking, and Intention to Use Substances. The 10th grade scales that were significantly lower than the eight-state norm are Low Neighborhood Attachment, Community Disorganization, Early Initiation of Antisocial Behavior, Interaction with Antisocial Peers, and Depressive Symptoms.

Figure 4 displays protective factor scale results for the 10th grade. Protective factors buffer the influence of the risk factors operating in a young person's life. Research has shown that young people who are involved in a religion, spend time with prosocial peers, participate in prosocial activities in the community and at school, and are rewarded for those activities are less likely to become involved in problems behaviors. These important protective factors are now measured through the Montana PNA Survey. Montana 10th grade

students report a similar level of protection (Figure 4) compared to the 8-state norm. Montana 10th grade students in 2004, 2006, and 2008 indicated higher levels of protection than the eight-state norm for Community and School Opportunities for Prosocial Involvement, School Rewards for Prosocial Involvement, Belief in the Moral Order, and Peer/Individual Prosocial Involvement.

Figure 1



** Methamphetamines were not measured in survey administrations prior to 2006.

** While remaining roughly equivalent across years, please note there were minor changes in the wording of the Other Stimulants question between 2004 and subsequent administrations.

Also, MTF has no equivalent for the Other Stimulants question.

Figure 2

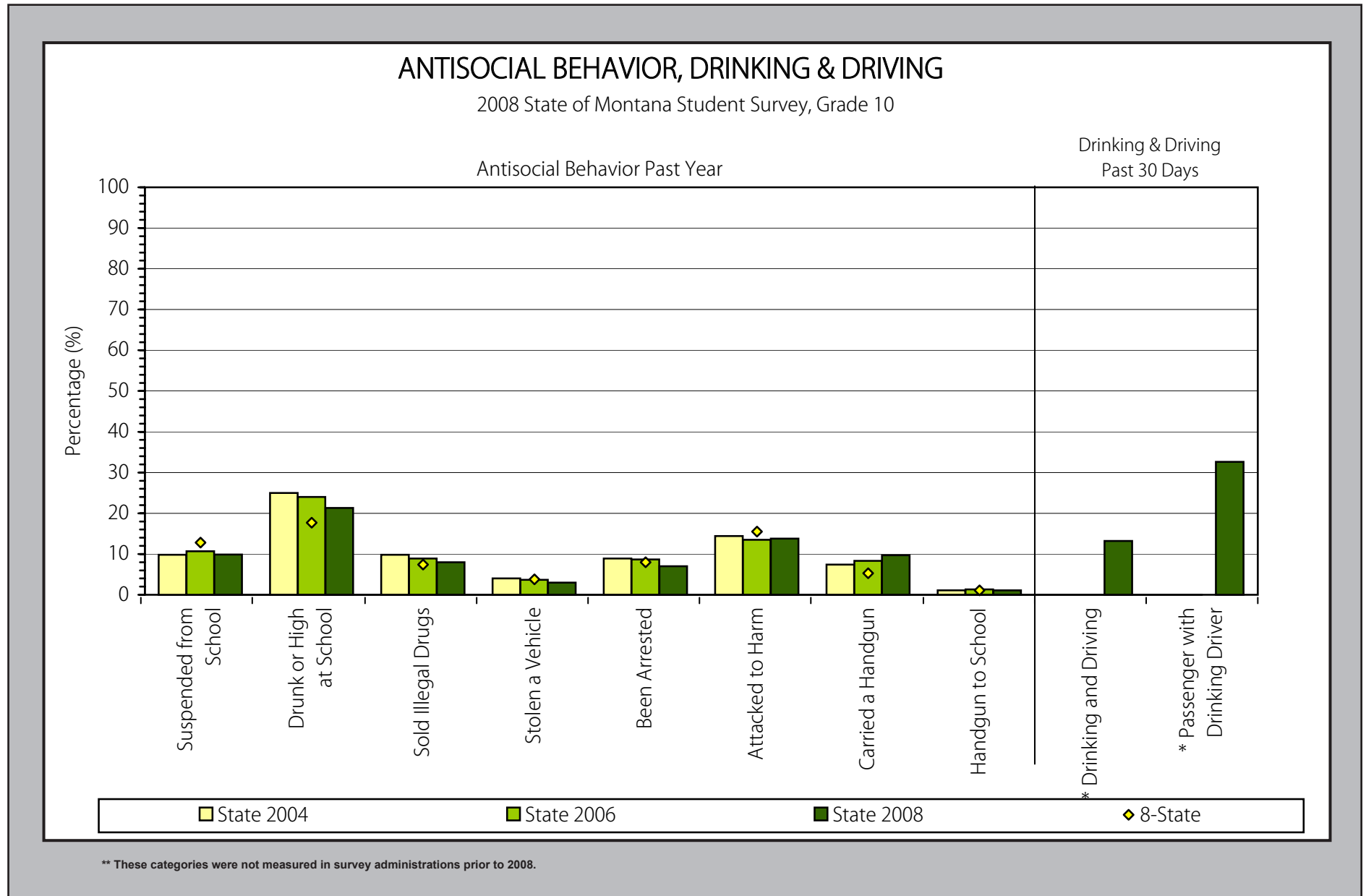
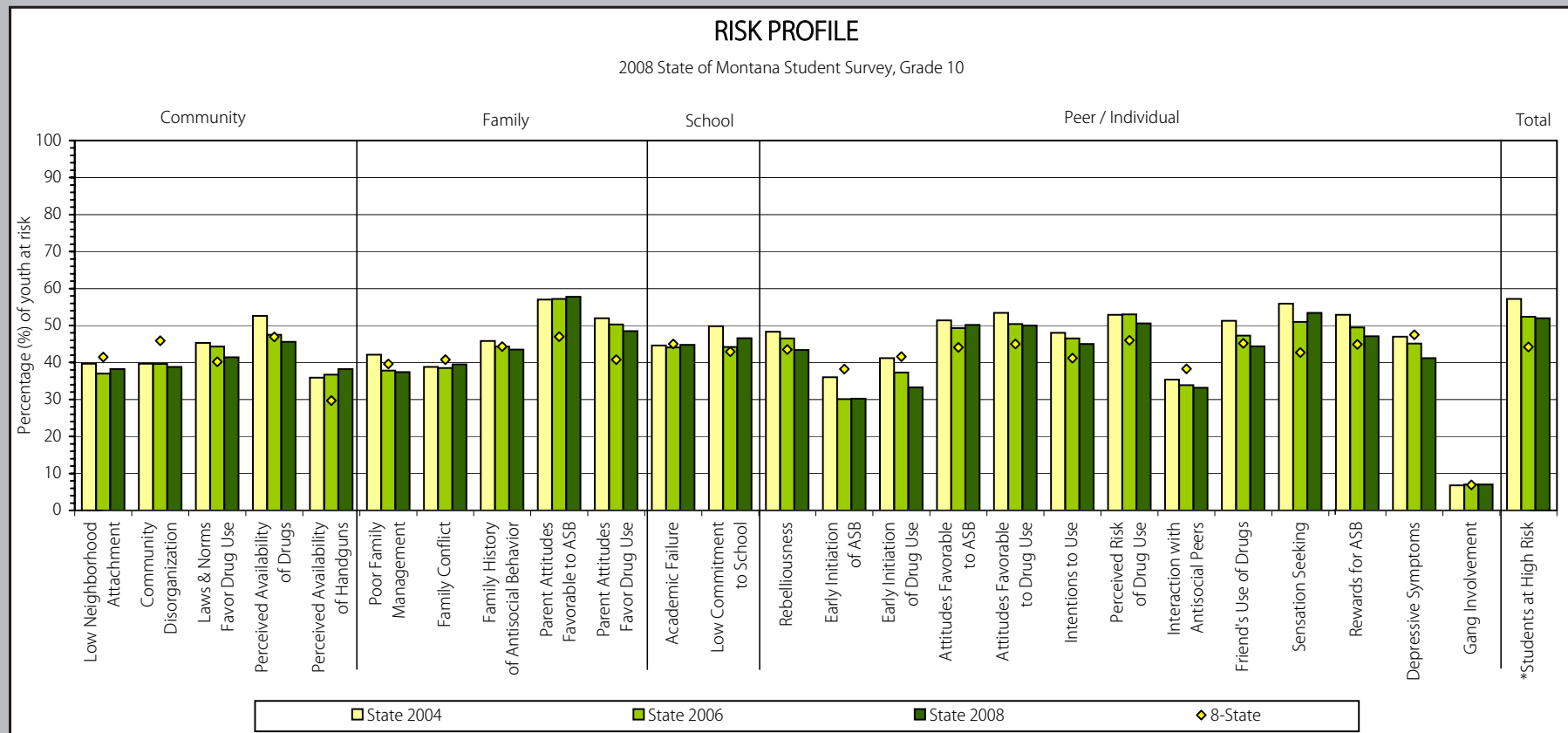
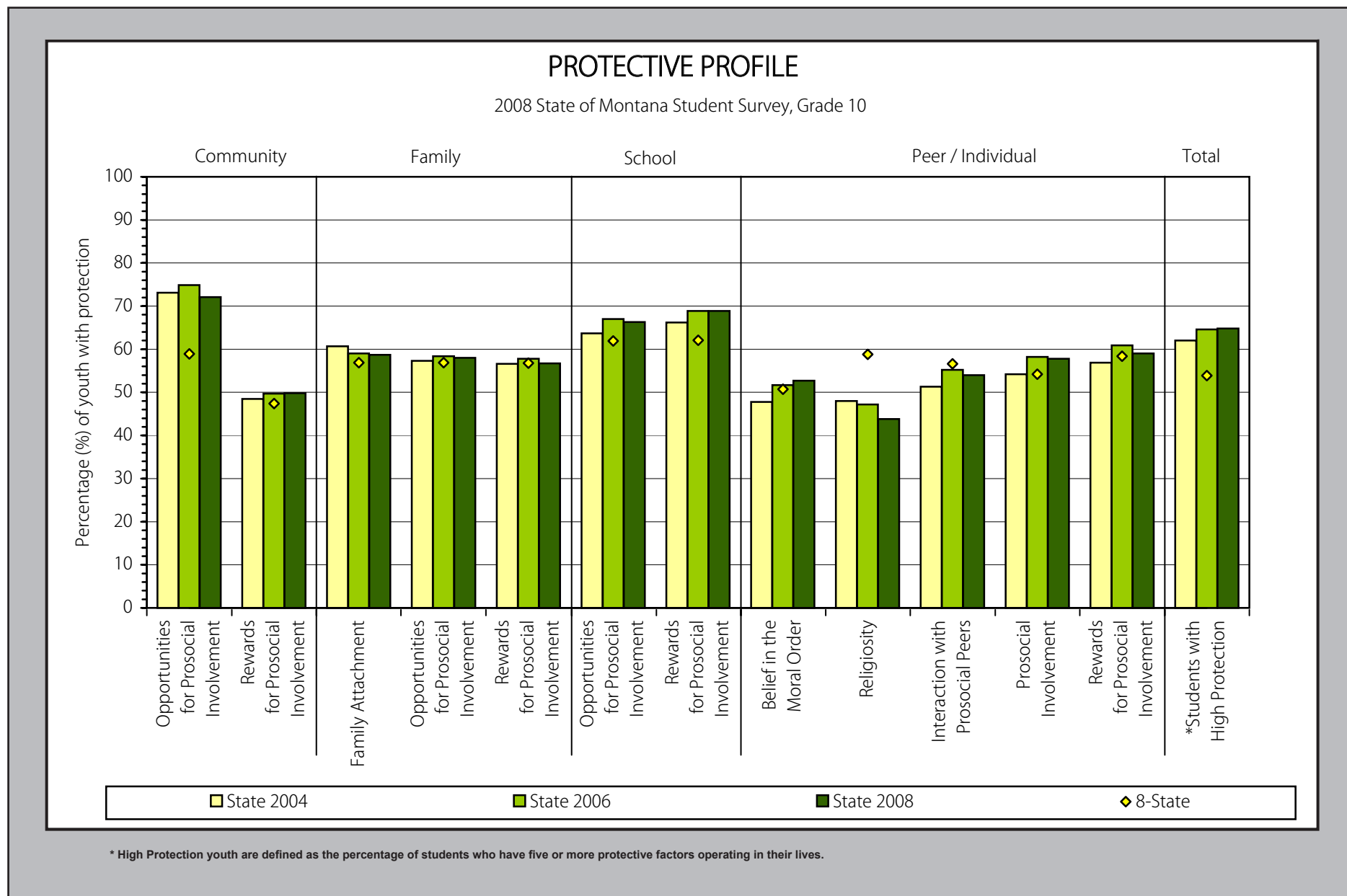


Figure 3



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
(8th grade: 8 or more risk factors, 10th&12th grades: 9 or more risk factors.)

Figure 4



Substance Use Rates

Table 1 shows the percentages of Montana youth in grades 8, 10, and 12 who used the 13 categories of ATODs at some time during their life. Lifetime use is a measure of the percentage of students who tried the particular substance at least once in their life and is used to show the level of experimentation with a particular substance. As can be seen in Table 1, the most commonly used substances are alcohol (65.7%), cigarettes (35.8%), marijuana (28.7%), and smokeless tobacco (20.8%).

In comparing the 2008 survey results to the 2006 survey results, lifetime use rates for all students decreased for cigarettes (decreases of 2.7% to 6.0% in each grade), smokeless tobacco, (decreases of 1.0% to 1.8% in each grade), marijuana (decreases of 1.3% to 3.8% in each grade), and stimulants (decreases of 1.0% to 1.6% in each grade).

The 2008 Montana PNA data are compared throughout this report to the national Monitoring the Future (MTF) survey data. State results from the 8th, 10th, and 12th grades are compared to national results from the same grades, when comparable data was available. Comparing Montana to MTF (see Table 1) shows that Montana survey participants in grades 8, 10, and 12 have had more lifetime experience with alcohol and smokeless tobacco than students in the national sample. For alcohol use, lifetime use rates were 10.0% higher for Montana 8th graders, 9.4% higher for Montana 10th graders, and 8.1% higher for Montana 12th graders in comparison to students in the same grades in the national sample. Similarly, 1.3% to 15.8% more Montana youth in the 8th, 10th, and 12th grades than MTF participants in the same grades used smokeless tobacco. While lifetime cigarette use is typically higher in Montana than in the nation for all grades, the 2008 survey results show that Montana 8th grade and MTF 8th grade use is similar (varying only by 0.6%); however Montana 10th grade cigarette use is 3.1% higher than that national rate, and 12th grade use is 3.9% higher than the national rate. Montana students in grades 8, 10, and 12 had less lifetime experience with

ecstasy (1.3% to 1.6% lower in each grade). Montana students in the 8th and 10th grades indicated lower use rates in comparison to the national rates for cocaine and methamphetamines, and Montana 10th and 12th graders indicated a lower use rate of sedatives in comparison to the national MTF sample.

When looking at the percentage of students who indicated that they used ATODs in the past 30 days (Table 2), an increase by grade can generally be seen with all substances except inhalants. For example, 7.8% of 8th graders had smoked cigarettes in the past 30 days, whereas 23.9% of 12th graders had smoked cigarettes in the past 30 days. However, 30-day inhalant usage peaked at grade 8 (5.2%) and declined to 1.5% by grade 12.

In comparing the 2008 results to the 2006 results, total 30-day use rates for all substances remained fairly stable. The biggest changes in past month state substance use were for 30-day 8th grade alcohol and smokeless tobacco use (decrease of 2.3% for alcohol use, decrease of 1.3% for smokeless tobacco use since 2006), and 8th and 10th grade cigarette and marijuana use (decreases of 1.2% to 2.7% since 2006). The only substance to show a significant increase since 2006 was 12th grade smokeless tobacco use (increase of 1.3%, from 13.7% in 2006 to 15.0% in 2008).

Table 2 shows the percentage of Montana survey participants and youth nationwide who used ATODs in the 30 days prior to completing the survey. In comparison to Monitoring the Future survey results, Montana youth in the 8th grade indicated higher 30-day use rates of three substances in comparison to MTF 8th graders — alcohol (5.1% higher), inhalants (1.3% higher), and sedatives (1.1% higher). Montana 10th graders indicated higher use rates of five substances in comparison to MTF 10th graders — alcohol (7.8% higher), cigarettes (3.0% higher), smokeless tobacco (4.6% higher), marijuana (2.2% higher), and sedatives (1.1% higher). Montana 12th graders indicated higher use rates of five substances in comparison to MTF 12th graders — alcohol (8.7% higher), cigarettes (2.3% higher), smokeless tobacco (8.4% higher), marijuana (2.6% higher), and hallucinogens (1.3% higher).

Table 1

Percentage of Montana Respondents Who Used ATODs During Their Lifetime by Grade															
Drug Used	Montana Grade 8			MTF Grade 8 2007	Montana Grade 10			MTF Grade 10 2007	Montana Grade 12			MTF Grade 12 2007	Total Lifetime		
	2004	2006	2008		2004	2006	2008		2004	2006	2008		2004	2006	2008
Alcohol	54.6	52.9	48.9	38.9	73.8	72.0	71.1	61.7	84.6	81.5	80.8	72.7	70.7	67.4	65.7
Cigarettes	32.4	28.6	22.7	22.1	43.8	42.4	37.7	34.6	57.6	52.8	50.1	46.2	44.2	40.2	35.8
Smokeless Tobacco	11.4	12.2	10.4	9.1	22.8	24.5	23.5	15.1	31.8	32.0	30.9	15.1	21.8	22.0	20.8
Marijuana	18.1	13.9	12.6	14.2	39.9	35.9	32.1	31.0	53.6	47.3	45.2	41.8	36.9	30.9	28.7
Inhalants	15.5	16.5	14.8	15.6	13.0	15.4	14.4	13.6	11.5	11.2	11.9	10.5	13.4	14.6	13.8
Hallucinogens	1.8	1.6	1.0	1.6	5.8	4.5	3.8	3.0	10.2	7.5	6.2	3.4	5.8	4.3	3.5
Cocaine	1.7	1.5	1.0	3.1	3.9	4.0	3.7	5.3	8.5	7.9	7.3	7.8	4.6	4.2	3.7
Methamphetamines	N/A	1.5	0.4	1.8	N/A	3.5	1.7	2.8	N/A	5.8	2.5	3.0	N/A	3.4	1.4
Stimulants	2.5	3.6	2.3	N/C	5.8	7.7	6.7	N/C	9.3	9.2	7.6	N/C	5.8	6.6	5.3
Sedatives	9.7	10.0	9.1	9.2	15.8	14.2	13.2	14.8	19.0	16.7	13.9	15.2	14.8	13.3	11.9
Ecstasy	2.1	1.9	1.0	2.3	3.7	3.6	3.6	5.2	5.2	5.7	5.1	6.5	3.6	3.6	3.1
Heroin	1.1	0.9	0.7	1.3	2.6	2.0	2.0	1.5	4.2	3.2	2.9	1.5	2.6	1.9	1.8
Any Drug	32.5	32.6	26.8	N/C	49.8	47.3	41.0	N/C	60.2	55.7	50.4	N/C	47.4	44.5	38.5
N/C - Indicates where MTF data is not comparable to data gathered through the 2008 Montana PNA Survey															
N/A - Indicates a question that was not asked in the 2004 Montana PNA Survey															

Table 2

Percentage of Montana Respondents Who Used ATODs During the Past 30 Days by Grade															
Drug Used	Montana Grade 8			MTF Grade 8 2007	Montana Grade 10			MTF Grade 10 2007	Montana Grade 12			MTF Grade 12 2007	Total 30-Day		
	2004	2006	2008		2004	2006	2008		2004	2006	2008		2004	2006	2008
Alcohol	24.2	23.3	21.0	15.9	46.2	40.7	41.2	33.4	60.5	53.8	53.1	44.4	43.3	37.9	37.2
Cigarettes	10.8	10.4	7.8	7.1	18.7	18.9	17.0	14.0	28.1	24.4	23.9	21.6	19.0	17.3	15.6
Smokeless Tobacco	3.9	4.9	3.6	3.2	9.9	10.5	10.7	6.1	14.2	13.7	15.0	6.6	9.2	9.3	9.3
Marijuana	8.0	6.7	5.4	5.7	20.5	18.3	16.4	14.2	26.2	20.8	21.4	18.8	18.1	14.6	13.8
Inhalants	5.4	5.2	5.2	3.9	3.1	3.1	3.2	2.5	1.7	1.5	1.5	1.2	3.4	3.5	3.4
Hallucinogens	0.8	0.5	0.4	0.5	1.7	1.5	1.2	0.7	2.5	2.0	1.9	0.6	1.7	1.3	1.1
Cocaine	0.8	0.8	0.5	0.9	1.3	1.0	1.1	1.3	2.3	2.0	2.0	2.0	1.5	1.2	1.1
Methamphetamines	N/A	0.4	0.1	0.6	N/A	0.7	0.5	0.4	N/A	1.0	0.4	0.6	N/A	0.7	0.3
Stimulants	0.9	1.5	1.1	N/C	1.8	2.8	2.5	N/C	3.1	2.4	2.0	N/C	1.9	2.2	1.8
Sedatives	4.3	4.0	4.1	3.0	7.1	6.0	5.7	4.6	8.2	6.3	5.1	4.6	6.5	5.4	4.9
Ecstasy	0.8	0.5	0.4	0.6	0.9	0.7	1.3	1.2	0.9	1.4	1.0	1.6	0.9	0.9	0.9
Heroin	0.4	0.3	0.3	0.4	0.8	0.4	0.7	0.4	0.8	1.0	0.9	0.4	0.7	0.5	0.6
Any Drug	15.9	15.6	13.1	N/C	27.1	25.5	21.7	N/C	32.0	27.2	25.1	N/C	25.0	22.4	19.6
N/C - Indicates where MTF data is not comparable to data gathered through the 2008 Montana PNA Survey															
N/A - Indicates a question that was not asked in the 2004 Montana PNA Survey															

Summary of Results

In the 2008 administration of the PNA survey, 219 Montana schools participated in the survey, and the survey questionnaire was completed by 21,194 students in the State of Montana (17,588 students in grades 8, 10, and 12). Findings for each of the report sections are summarized below:

Risk Factor Profiles

Some areas where 2008 Montana risk factor scales are higher than the eight-state rates for all three grades are Perceived Availability of Handguns, Parent Attitudes Favorable to Antisocial Behavior, Parental Attitudes Favorable to Drugs Use, Low Commitment to School, Peer Attitudes Favorable to Drug Use, and Sensation Seeking. The scales with the lowest percentage of youth at risk are Early Initiation of Antisocial Behavior and Gang Involvement.

Protective Factor Profiles

Montana students in the 8th, 10th, and 12th grades indicated higher levels of protection than the 8-state norm for School Opportunities for Prosocial Involvement, Community Opportunities and Rewards for Prosocial Involvement, Family Opportunities for Prosocial Involvement, Peer/Individual Prosocial Involvement, and Family Attachment. The area with the lowest protection is Religiosity.

Age of Initiation

The results show that students begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 12.38 years. A period of over one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.84 years, and the first regular use of alcohol at 14.59 years. The results also show that students begin trying marijuana earlier than one would think. Of the students who had used marijuana, the average age of first use was 13.74 years — nearly one year before students indicated that they had begun drinking regularly. Further, age of first smokeless tobacco use was 13.79 years in the 2008 survey. Of the students who reported using methamphetamines at least once in their lifetime, 13.51 years was the average age of first use.

Substance Use for Montana

For most ATODs, lifetime and 30-day usage increases with increased grade. An exception can be seen with inhalants, where 30-day usage peaked in grade 8.

Montana Results Compared to National Results

Montana survey participants in grades 8, 10, and 12 have had more lifetime experience with alcohol and smokeless tobacco than students in the national sample. For alcohol use, lifetime use rates were 10.0% higher for Montana 8th graders, 9.4% higher for Montana 10th graders, and 8.1% higher for Montana 12th graders in comparison to students in the same grades in the national sample. Montana students in grades 8, 10, and 12 had less lifetime experience with ecstasy (1.3% to 1.6% lower in each grade). Montana students in the 8th and 10th grades indicated lower use rates in comparison to the national rates for cocaine and methamphetamines, and Montana 10th and 12th graders indicated a lower use rate of sedatives in comparison to the national MTF sample. In regards to past month use, Montana youth in the 8th grade indicated higher 30-day use rates of three substances in comparison to MTF 8th graders — alcohol, inhalants, and sedatives. Montana 10th graders indicated higher use rates of five substances in comparison to MTF 10th graders — alcohol, cigarettes, smokeless tobacco, marijuana, and sedatives. Montana 12th graders indicated higher use rates of five substances in comparison to MTF 12th graders — alcohol, cigarettes, smokeless tobacco, marijuana, and hallucinogens.

Substance Use by Gender

While being female is generally considered a protective factor for substance use, for the Montana students who took the survey, males and females are very similar in their use of most substances. For many substances, females in grades 8 and 10 have higher rates of use. Smokeless tobacco was the only substance in which use rates were significantly different for males and females. The 30-day use rate of smokeless tobacco is 11.6% higher for males (15.2% for males compared to 3.6% for females) and the lifetime use rate is 17.5% higher for males (29.7% for males compared to 12.2% for females).

Intention to Use

A majority of students in all grades indicated that they intended to use alcohol when they were adults, with 53.0% of 8th graders, 69.2% of 10th graders, 77.3% of 12th graders, and 65.6% of the total survey population indicating intention to use alcohol. Despite these high rates for alcohol use, rates of intention to use other substances were much lower. A minority of students indicated that they intended to use cigarettes (8.5% intend to use) and marijuana (11.6% intend to use). It is interesting to note that the intention to use marijuana was higher than intention to use cigarettes in all grades (11.6% of students surveyed intend to use marijuana, while 8.5% of students surveyed intend to use cigarettes).

Sources of Obtaining Alcohol

Across all grades, one of the most prominent alcohol sources for alcohol-using Montana students is in getting it from someone they knew 21 or older. This source becomes increasingly more frequent as students progress from the 8th grade (31.4% obtained alcohol from someone they know over 21) to the 12th grade (69.3% obtained alcohol from someone they know over 21). For alcohol-using 8th graders, the top three sources for obtaining alcohol are getting it from someone over 21, getting it from another source that was not listed as an option (29.0%), and getting it from home without a parent's permission (26.6%). For alcohol-using 10th and 12th graders, the top three sources were getting it from someone they know over the age of 21, getting it from someone they know under the age of 21 (34.1% for 10th graders, 31.5% for 12th graders), and from another source that was not listed as a response option (25.0% of 10th graders, 19.6% of 12th graders).

Perceived Harmfulness of Drugs: Montana Compared to National Sample

In all grades (8, 10, and 12), Montana survey participants perceived a greater risk than MTF survey participants in using smokeless tobacco regularly (4.2% to 7.7% higher than the MTF survey in each grade). A higher percentage of Montana 8th and 10th graders indicated a perceived risk of smoking one or more packs of cigarettes per day and trying marijuana once or twice. For

perceived harmfulness of smoking marijuana regularly, however, 1.6% fewer Montana 8th grade students, 10.0% fewer Montana 10th grade students, and 10.1% fewer Montana 12th grade students perceived great risk than students in the same grades in the national sample.

Perceived Availability of Drugs: Montana Compared to National Sample

The results reveal that Montana survey participants do not perceive any type of drug as being as easy to get as do the youth from the national sample (MTF comparisons for perceived availability of methamphetamines, other drugs, and 12th grade cigarette availability are not available). In all categories, and for all grades, there is a 5.2% to 16.0% difference in perceived availability between Montana results and national results.

Heavy Substance Use and Antisocial Behavior by Grade

For Montana's youth, the antisocial behaviors with the highest rates were riding with a driver who had been drinking (32.8% of surveyed students) and binge drinking (23.5% of surveyed students reporting consuming more than five drinks in a row at least once in the past two weeks). Other antisocial behaviors that a high percentage of students participated in at least once in the past year were being at school while drunk or high (17.6% of students) and being suspended from school (10.0% of students). The behavior that the fewest students participated in was smoking a half pack of cigarettes or more per day (0.8% of students).

Heavy Substance Use and Antisocial Behavior by Gender

Male-female differences extend to heavy use of alcohol and tobacco and antisocial behavior. In dealing with these antisocial behaviors, gender differences are more marked than with 30-day or lifetime ATOD use, and males in all grades engage in nearly all behaviors more than females. For the total student population (grades 8, 10, and 12), male rates of most antisocial behaviors are 0.2% to 8.4% higher than for females. The only exception was that a higher percentage of females indicated having ridden with a driver who had been drinking in the past month (34.4% of females compared to 30.9% of males).

Handguns

Responses to several Montana PNA questions show fairly low percentages of students who carry handguns or take them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 1.0% of the students surveyed report having taken a handgun to school in the past 12 months. In regards to carrying a handgun in general, 9.2% of students report carrying a handgun in the past 12 months, and 10.3% report carrying a handgun in their lifetime. Further, many students believe that they wouldn't be caught by their parents (22.0%) or by the cops (53.0%) if they carried a handgun. On a more positive note, however, only 4.8% of students think that they would be seen as cool if they carried a handgun. Most students (63.8%) also perceived that it would be difficult to get a handgun if they wanted one. Since the 2006 survey, rates of handgun carry in the past year increased 1.7% in the 8th grade (from 7.1% in 2006 to 8.8% in 2008) and 1.5% in the 10th grade (from 8.3% in 2006 to 9.7% in 2008). Also, rates of lifetime handgun carry increased 1.8% in the 8th grade (from 7.6% in 2006 to 9.4% in 2008) and 2.4% in the 12th grade (from 8.6% in 2006 to 11.0% in 2008). For all grades combined, students' perceptions they would be seen as cool if they carried a handgun to school increased 1.0% (from 3.8% in 2006 to 4.8% in 2008). However, most issues revolving around handguns are relatively unchanged in the past two years, with increases or decreases of less than 1% for the state total (grades, 8, 10, and 12 combined) responses to each question.

Violence

As for survey data gathered regarding student violence, 16.7% of Montana students reported that they have attacked someone with the idea of seriously hurting them at some point in their lifetime, and 13.0% of students reported that they have attacked someone in the past 12 months. When looking at the results by grade, 8th graders had the highest rates of attacking someone to seriously hurt them in the past year (14.5%), of not feeling safe at their school (14.7%), and of reporting that they have ever belonged to a gang (8.2%). Tenth

graders had the highest rates of attacking someone in their lifetime (18.1%), of believing it wasn't at all wrong to attack someone to seriously hurt them (3.1%), of believing it was alright to beat someone up if they started the fight (51.8%), and of believing it was not wrong at all to pick a fight with someone. Students who engage in antisocial behaviors and use ATODs are more likely to drop out of school than students who don't. The peak of violent behavior in the 8th and 10th grades could possibly be attributed to violent youth dropping out of school before the 12th grade. In comparing the 2008 results to the 2006 results, the data shows that most rates were unchanged. The biggest decrease was for 8th grade reported rates of belonging to a gang, where the rate dropped from 10.0% in 2006 to 8.2% in 2008.

Students' Academic Performance and Substance Use

There is a clear relationship between substance use and school performance. Of the students who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Compared to students making A's, failing ("D" or "F") students indicated use rates that were 24.4% higher for lifetime alcohol use, 22.1% higher for 30-day alcohol use, 42.3% higher for lifetime cigarette use, 35.6% higher for lifetime marijuana use, and 22.4% higher for 30-day marijuana use.

Parent's Education and Youth Substance Use

Like academic performance, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. Comparing youth whose parents did not graduate from high school to those whose parents graduated from college or graduate school shows those whose parents did not graduate high school indicated lifetime use rates that were 15.9% higher for alcohol use, 19.9% higher for marijuana use, and 25.3% higher for cigarette use. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Marijuana Use in Relation to Perceived Parental Acceptability

Favorable parental attitudes toward drugs influence the attitudes and behaviors of their children. Even a small amount of perceived parental acceptability can lead to substance use. For example, relatively few students (20.4% lifetime, 7.7% 30-day) whose parents think it is “Very Wrong” to use marijuana actually used the substance. In contrast, when a student believes that their parents agree with use somewhat (i.e., the parent only believes that it is “Wrong” not “Very Wrong”) use increases to 60.3% for lifetime use and 33.4% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases.

Marijuana Use in Relation to Perceived Peer Acceptability

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. When students thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 12.5% had tried marijuana in their lifetime and only 3.8% had used it in the last month. However, when students thought that there was even a “Little chance” that they would be seen as cool, marijuana use rates were over three times higher for lifetime use (40.1%) and over four times higher for past-month use (16.8%).

Depressive Symptoms and Substance Use

There is a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth had 30-day alcohol use rates that were 13.5% higher, 30-day marijuana use rates that were 14.3% higher, and 30-day cigarette use rates that were 22.5% higher than the non-depressed group.

Probationers: Substance Use and Antisocial Behavior

Comparisons between probationer students and the general population show that youth on probation have a broad range of experience with ATOD use and currently use ATODs (at the 30-day and lifetime levels) at much higher rates than other youth. The greatest differences can be seen when looking at the 8th grade. For 30-day usage, in comparison to the general student population, probationers in the 8th grade have use rates that are two times higher for alcohol use; three times higher for sedative or any drug use; four times higher for cigarette and smokeless tobacco use; five times higher for marijuana use; six times higher for cocaine or stimulant use; eight times higher for hallucinogen use; ten times higher for methamphetamine use; and eleven times higher for ecstasy and heroin use.

Results show that probationers have a much higher rate of substance use and antisocial behavior than other youth. They abuse ATODs more and engage in violent behaviors much more than other youth. In regards to school suspensions, 43.1% of probationer students indicated they had been suspended at least once in the past year, while only 10.0% of the general student population indicated that they had been suspended. In regards to reports of carrying a handgun to school, 6.5% of probationers indicated they had taken a handgun to school in the past year, while only 1.0% of the general student population indicated carrying a handgun to school. Further, 29.1% of probationers reported that they had sold illegal drugs at least once in the past year, while the rate for the general student population was 6.3%.

Native American Substance Use and Antisocial Behavior

A comparison of the Native American student population and the general student population shows that the percentage of Native Americans who have used ATODs in their lifetime is higher than, or similar to, the general population of Montana youth for all grades and all substances. While Native Americans and the general population are similar in lifetime alcohol use (Native American at 72.5% compared to general population at 65.7%), cigarette use is 22.7% higher for Native American youth (grades 8, 10, and 12) compared to the general population, marijuana use is 19.6% higher for Native American youth, and inhalant use is 10.2% higher for Native American use. The differences in lifetime use grow smaller as students age. These results indicate that as a group, Native Americans have much more exposure to ATODs than other Montana youth and start experimenting with substances at an earlier age.

Compared to the 2006 survey, the results of the 2008 survey showed some reductions in lifetime Native American substance use. Eighth grade Native American lifetime use decreased significantly for cigarettes, marijuana, and methamphetamine use; 10th grade Native American use decreased significantly for cigarettes, smokeless tobacco, marijuana, and methamphetamines use; and 12th grade Native American use decreased in for smokeless tobacco, marijuana, and methamphetamine use. Further, the results from the 2006 survey shows a significant decrease in past month Native American cigarette use in all three grades and for the total; a significant decrease in smokeless tobacco use for the 12th grade and for the total; and a significant decreased in past month marijuana use for the 8th grade, 10th grade, and total. In contrast, past month inhalant use increased significantly in the 8th grade from 6.1% in 2006 to 9.4% in 2008.

Family Dinner

In the 2008 Montana PNA Survey, a question was added asking students to indicate how many times in a typical week their family ate a dinner meal together. Eating dinner with your family represents a bonding opportunity between parents and youth — a time to communicate, spend time with each other, and/or a time for parents to monitor the activities of their children. The results of the Montana PNA indicate that higher numbers of family dinners each week is linked to lower substance use rates. For example, of students who indicated that they ate no meals with their family in a typical week, 44.0% of them had used alcohol in the past month; whereas only 25.5% of youth who indicated they had eaten dinner with their family seven nights a week indicated using alcohol in the past month. Similar trends are seen for lifetime and past month use of all substances, with use rates gradually decreasing with more family dinners a week.

Parent/Student Communication About the Dangers of Substance Use

In the 2008 Montana PNA Survey, a question was added asking students to indicate whether or not their parents had talked to them about the dangers of substance use. The results of the question indicate that 37.5% of 8th, 10th, and 12th graders surveyed have not had a discussion with their parents about the dangers of any substance. Further, when distinguishing which substances parents had discussed with their students, it appears that parent/child discussions about the dangers of tobacco use and of drug use gradually decrease as students age. For example, 40.7% of 8th graders indicated speaking with their parents about the dangers of tobacco use, while the rate decreased to 35.0% in the 10th grade, and 31.4% in the 12th grade. In contrast, the rate of parents speaking to their children about the dangers of alcohol use appears to peak in the 10th grade at 42.2%.

I Introduction

The Montana Prevention Needs Assessment (PNA) survey was sponsored by the Montana Chemical Dependency Bureau, Addictive and Mental Disorders Division (AMDD), Montana Department of Public Health and Human Services and funded by the Center for Substance Abuse Prevention under the Montana Substance Abuse, Prevention and Treatment (SAPT) block grant. The AMDD contracted with Bach Harrison L.L.C. to conduct the survey.

The Montana PNA Survey was designed to measure the need for prevention services among youth in grades 8, 10, and 12 in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco and other drugs (ATODs) and participation in various antisocial behaviors.

While the 2008 administration provided schools with the option to survey students in grades 7, 9, and 11 at no cost, the goal of the project was to survey every student in grades 8, 10, and 12 in Montana. The survey results provide considerable information for communities to use in planning and evaluating prevention services.


Montana 2008 Report Overview of Sections

This report is divided into four sections. The first section, **Survey Methods**, describes how the survey was conducted, who participated, and procedures that were used to ensure that valid information was collected.

The second section, **Risk and Protective Factors for Substance Abuse and Other Youth Problems**, provides a description of the Risk and Protective Factor Model of substance abuse prevention, including the four domains of risk and protection (community, family, school, and peer/individual), and risk and protective factor results for each of the four domains.

Results are presented for each grade. Also presented is a description of the scale scores that are used to quantify levels of risk and protection and determine the percentage of youth at risk for problem behaviors. Additionally, information is provided on how the Risk and Protective Factor Model can be used to select programs that are effective in preventing youth problem behavior.

The third section, **Substance Use Outcomes**, describes ATOD use and substance-related perceptions among Montana's youth. The survey presents results on the current use (use in the 30 days prior to the survey) and use during the youth's lifetime of 12 different substances and "Any drug," which is defined as using one or more of the 9 drugs measured by the survey (alcohol, cigarettes, and smokeless tobacco are not included). Most results are compared to the results of a national survey, Monitoring The Future (MTF) when data is available. Use is presented by grade and gender. Additional analyses include perceived harmfulness and availability of drugs, intention to use substances, and sources of obtaining alcohol.



The final section, **Antisocial Behaviors and Additional Results**, provides information on student behaviors and attitudes regarding handguns and violence. Further, it provides examples of how risk factors actually relate to drug and alcohol use. By looking at how factors such as parent's educational background, level of school achievement, degree of parental acceptability of drug use, degree of peer acceptability of drug use, and depression affect

substance use, we can begin to understand how the risk and protective factor model of prevention works, and how it can be used to target the needs of schools and communities. A look at substance use and antisocial behavior rates by Montana's probationer and Native American student populations is also included in this section.

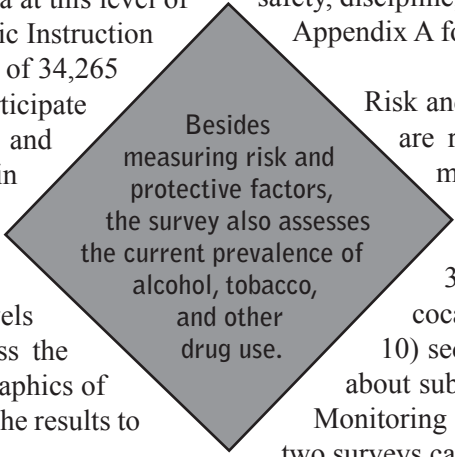
Section 1: Survey Methods

In order to develop effective prevention services at the community level, an adequate number of individuals need to be surveyed to allow an assessment of prevention needs. Because a community is often defined at the school district level, an attempt was made to survey all of the students in grades 8, 10, and 12 in Montana. This level of surveying is necessary because program planning often requires knowledge of subpopulations, such as youth in a specific community, a specific grade in school, or students from single parent families. A good sample of students will provide data at this level of detail. Enrollment figures from the Montana Office of Public Instruction show that for the 2006-2007 school year, there were a total of 34,265 students in grades 8, 10, and 12 who were eligible to participate in the survey. A total of 17,588 students in grades 8, 10, and 12 participated in the 2008 PNA Survey which resulted in a participation rate of 51.3%. Because there was good representation across the state, the state again has access to a good source of information about the use of ATODs, antisocial behavior, and the risk and protective factor levels of their youth. The remainder of this section will discuss the survey questionnaire, how it was administered, the demographics of participants, completion rates, and the ability to generalize the results to other populations.

Survey Questionnaire

The survey questionnaire was developed through the combined efforts of six states and the Social Development Research Group at the University of Washington. The collaborative survey development process was a Center for Substance Abuse Prevention (CSAP) project called the Six-State Consortium. The goal of the Consortium was to develop a survey that provided scientifically

sound information about the levels of risk and protection in a community. The survey has been further refined through the Diffusion Consortium Project that involved seven states and was funded by four Federal Agencies: the National Institute of Drug Abuse (NIDA), Safe and Drug Free Schools Program, Office of Juvenile Justice and Delinquency Prevention, and CSAP. The basic questionnaire was modified by Bach Harrison to better meet the needs of the Montana student population. Specific questions about school safety, discipline, student involvement, and treatment needs were added. See Appendix A for a copy of the questionnaire.



Besides measuring risk and protective factors, the survey also assesses the current prevalence of alcohol, tobacco, and other drug use.

Risk and protective factors are characteristics of a community that are reported by the youth who complete the survey. Besides measuring risk and protective factors, the survey also assesses the current prevalence of ATOD use. The substances that are measured by the survey include: 1) alcohol, 2) cigarettes, 3) smokeless tobacco, 4) marijuana, 5) hallucinogens, 6) cocaine, 7) inhalants, 8) methamphetamines, 9) stimulants, 10) sedatives, 11) ecstasy, and 12) heroin. The questions that ask about substance use are similar to those used in the national survey, Monitoring the Future (MTF), in order that comparisons between the two surveys can be made easily.

There are a total of 16 risk factors and 12 protective factors that are measured by the 2008 survey. However, some of the risk factors are broad enough to require more than one scale for adequate measurement. As a result, there are 25 separate risk factor scales and 12 protective factor scales measured by the survey. Appendix B provides a complete list of the risk and protective factors and the corresponding risk and protective factor scales within the Risk and Protective Factor Model.

The scales of the survey were originally developed between 1994 and 1997 through extensive testing with over 100,000 students. Work through the Diffusion Consortium Project has resulted in changes to several risk factor scales and the development of cut-points for each scale that can be used to classify a youth as being at-risk on risk factor scales or having protection on protective factor scales.

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. Since the PNA survey has been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts). The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys.

There are approximately four survey items that measure each risk factor. Two forms of the Montana PNA Survey were used in the survey administration. The questionnaires were identical except for eight questions of Form 1 and eleven questions of Form 2. Form 1 has 138 questions and Form 2 has 142 questions. However, many of the questions have multiple components so students taking Form 1 actually responded to a total of 263 items, and students

taking Form 2 actually responded to a total of 291 items. The questions were printed in a test booklet that was machine scoreable. See Appendix A for a complete copy of the Form 1 questionnaire and the final page of the Form 2 questionnaire. A complete item dictionary that lists the risk and protective factor scales and the items they contain as well as the outcome variables can be seen in Appendix D.

Administration

All schools in Montana were notified by mail in October 2007 that the survey was scheduled to be administered in the spring of 2008. They were also given information about the survey and the advantages of having their students participate. Once a school indicated that they were going to participate, an estimate was made of the number of students that would take the survey and the required surveys were mailed to the school, along with administration instructions. In most schools, the teachers in the classroom administered the survey. They were given a script to read so that all students would receive a standardized set of instructions. Teachers were also asked to provide information on the number of students that should have taken the survey but were absent, and the number that did not take the survey because they or their parents decided that they should not take the survey.

Every effort was made to ensure the confidentiality of students’ responses. When students completed their questionnaires, they placed them in an envelope that was passed around the classroom. The envelope was then sealed and a student and the teacher took the envelope to the school office where it was placed with other class envelopes and mailed to the office of Bach Harrison L.L.C. The staff at Bach Harrison L.L.C. logged the surveys, scanned the questionnaires, and prepared the final database of completed surveys for analysis.

Completion Rate and Ability to Generalize the Results

Not all students participated in the PNA survey. Some students individually chose not to participate, some students' parents refused to give consent for them to participate, and some students were absent when the survey was administered.

Enrollment figures from the Montana Office of Public Instruction, show that for the 2006-2007 school year, there were 34,265 students (public and state-funded schools) enrolled in grades 8, 10, and 12. There were a total of 17,588 students in grades 8, 10, and 12 (21,294 students total) who participated in the 2008 PNA Survey, which resulted in a participation rate of 51.3%. This is a sufficient participation rate for the results to be representative of the students in grades 8, 10, and 12 in Montana.

It should be noted that not all of the surveys that were completed contained valid information. Some were eliminated because students were deemed not truthful in their responses, or did not complete some of the questions (see **Validity of the Data** section for the validity criteria).

Survey Participants

The characteristics of the youth who took the survey are presented in Table 3. There were nearly an equal number of males and females who took the survey in all grades (female = 50.4% and males = 49.6%). The majority of respondents were White (80.8%) and 9.6% were Native American. The other ethnic groups accounted for 8.6% of the respondents. In comparison to information provided on the Montana Office of Public Instruction website for the 2006-2007 school year, the demographic makeup of the 2008 Montana PNA Survey is very similar to those of the Montana student population. The Montana Office of Public Instruction indicates that the Montana student population (grades 8, 10, and 12) is 85.7% White, 10.3% Native American, and 4.0% other ethnic groups.

An analysis of the family structure of respondents showed that 59.0% lived with both of their biological parents, 15.3% lived in a step-family structure, and 20.6% lived with a single parent.

The State of Montana is divided into 12 Montana Association of Counties (MACO) regions that are made up of groups of counties. The MACO Regions and the level of participation for each is shown in Table 4. Tables have been prepared for each of the 13 categories of substances that show the substance use rates for the past 30 days and lifetime rates for each of the 12 MACO Regions. Those tables are presented in Appendix F.

Validity of the Data

The information presented in this report is based entirely on the truthfulness, recall, and comprehension of the youth who participated in the survey. Many studies have shown that most adolescents are truthful in their responses to the questions on similar surveys. For example, ATOD trends for repeated national and state surveys are very similar. Also, the changes reported by youth parallel the changes during the same period in adolescent admissions to treatment for substance abuse. Finally, the relationships between different kinds of behaviors and the problems adolescents report is very consistent over a wide range of studies. This study was carefully designed to ensure honest responses from participants.

The confidentiality of the survey was stressed through the instructions and administration procedures. Participants were assured that the survey was voluntary, anonymous, and confidential. They were told that no one would see their answers and that there was no way that a survey could be traced back to an individual student. Because the survey was anonymous, most of the reasons to exaggerate or deny behaviors were eliminated. However, several checks were built into the analysis to minimize the impact of students who were not truthful in their responses. Students whose surveys were deemed not truthful were eliminated.

The survey was administered during February - March 2008, and was completed by 21,294 students in the State of Montana.

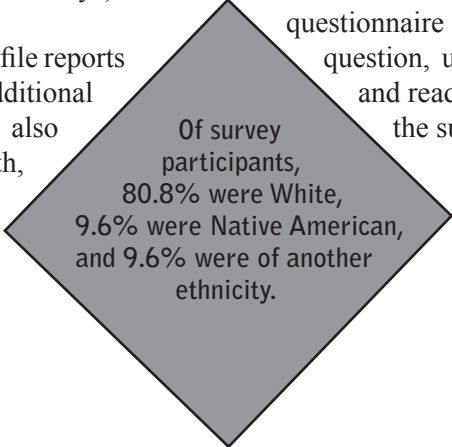
There were a total of 21,294 survey questionnaires completed. However, not all of the questionnaires contained valid information included in this State Report. Of these surveys, 848 (4.0%) were eliminated because respondents were determined to be dishonest. These surveys were eliminated because of five predetermined dishonesty indicators — 1) the students indicated that they were “Not Honest At All” in completing the survey (227 surveys); 2) the students indicated that they had used the non-existent drug phenoxydine (623 surveys); 3) the students reported an impossibly high level of multiple drug use (254 surveys); 4) the students indicated past-month use rates that were higher than lifetime use rates (251 surveys); and 5) the students reported an age that was inconsistent with their grade or their school (69 surveys).

Because the results reported in this state report and in the profile reports focus on data from the 8th, 10th, and 12th grades, an additional 3,492 students in the 6th, 7th, 9th, and 11th grades were also eliminated from these state level results. These 6th, 7th, 9th,

and 11th graders took the survey because they were attending a class that was largely made up of students in the even grades, or the school chose to survey students in these grades for a more complete description of their students. Further, 43 surveys were eliminated due to students not reporting a grade level or marking more than one grade response.

A total of 4,383 questionnaires were eliminated from most analyses. This is less than the sum of those eliminated according to the criteria cited above because many of those eliminated met more than one criteria for elimination.

Other measures to reduce response bias included carefully pretesting the questionnaire to ensure that students understood the meaning of each question, using a well-developed and tested administration protocol, and reading the same instructions to all students who participated in the survey.



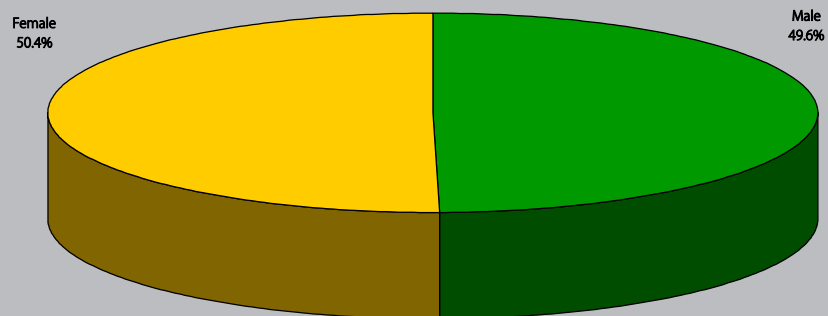
Of survey participants, 80.8% were White, 9.6% were Native American, and 9.6% were of another ethnicity.

Table 3

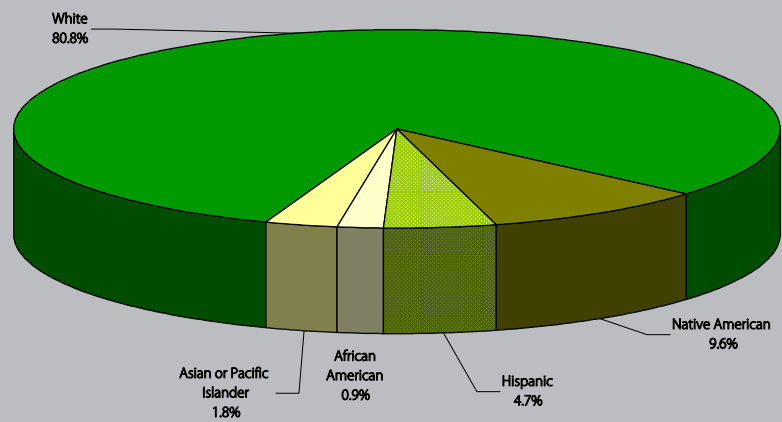
Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics										
	Grade 8 2008		Grade 10 2008		Grade 12 2008		2008 Total		2006	2004
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Total Sample	6,227	36.8	5,810	34.4	4,874	28.8	16,911	100.0	18,594	18,579
Gender										
Male	3,078	50.4	2,783	48.7	2,383	49.6	8,244	49.6	49.9	49.9
Female	3,024	49.6	2,931	51.3	2,423	50.4	8,378	50.4	50.1	50.1
Race/Ethnicity										
White	5,425	78.1	5,166	81.1	4,372	84.0	14,963	80.8	82.8	84.6
Native American	764	11.0	591	9.3	414	8.0	1,769	9.6	8.6	7.2
Hispanic	374	5.4	291	4.6	210	4.0	875	4.7	3.1	2.7
African American	164	2.4	132	2.1	65	1.2	361	1.9	1.0	0.9
Asian or Pacific Islander	219	3.2	187	2.9	141	2.7	547	3.0	1.8	1.8
Family Structure										
Both Parents	3,616	58.1	3,451	59.4	2,904	59.6	9,971	59.0	58.0	59.1
Step-Families	1,006	16.2	935	16.1	653	13.4	2,594	15.3	15.5	14.4
Single Parent	1,322	21.2	1,184	20.4	977	20.0	3,483	20.6	20.8	21.1
*Numbers and percentages listed here reflect only those students who answered each of the demographic questions. Therefore, the numbers and percentages in the Total column do not add up to the final completion rate indicated in the text of the report. Further, as students were asked to report if they were Hispanic and also to select an ethnicity, the combined numbers for Race/Ethnicity categories are higher than the total sample for that grade.										

Figures 5, 6, and 7

Gender:
Breakdown of Students Taking the
2008 Montana Prevention Needs Assessment Survey



Ethnicity:
Breakdown of Students Taking the
2008 Montana Prevention Needs Assessment Survey



Family Structure:
Breakdown of Students Taking the
2008 Montana Prevention Needs Assessment Survey

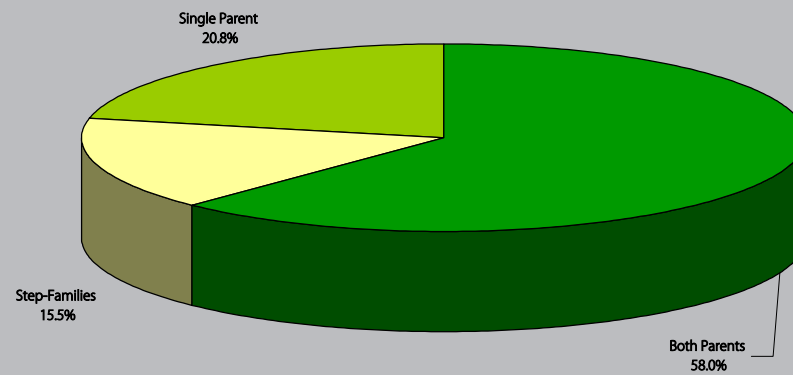


Table 4

Total Number and Percentage of Survey Respondents by MACO Region

	Grade 8 2008		Grade 10 2008		Grade 12 2008		2008 Total		2006	2004
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
MACO Regions										
1	139	2.2	159	2.7	121	2.5	419	2.5	3.4	2.7
2	222	3.6	252	4.3	254	5.2	728	4.3	1.6	3.3
3	101	1.6	112	1.9	97	2.0	310	1.8	3.4	2.8
4	159	2.6	249	4.3	237	4.9	645	3.8	3.7	3.0
5	493	7.9	538	9.3	442	9.1	1,473	8.7	8.7	8.3
6	196	3.1	167	2.9	189	3.9	552	3.3	3.9	2.6
7	1,382	22.2	1,204	20.7	893	18.3	3,479	20.6	20.4	22.0
8	655	10.5	425	7.3	394	8.1	1,474	8.7	9.6	12.1
9	469	7.5	400	6.9	358	7.3	1,227	7.3	9.2	7.5
10	815	13.1	1,044	18.0	712	14.6	2,571	15.2	14.3	16.2
11	1,052	16.9	826	14.2	702	14.4	2,580	15.3	16.5	15.6
12	544	8.7	434	7.5	475	9.7	1,453	8.6	5.3	4.0
Total	6,227	100.0	5,810	100.0	4,874	100.0	16,911	100.0	100.0	100.0

2 Section 2: Risk and Protective Factors for Substance Use and Other Problem Behaviors

The History and Importance of Risk and Protective Factors

The Montana Prevention Needs Assessment Survey is based upon the Risk and Protective Factor Model of Substance Abuse Prevention. In medical research, risk factors have been found for heart disease and other health problems. Through media campaigns to inform the general public about the risk factors for heart disease, most people are now aware that behaviors such as eating high fat diets, smoking, high cholesterol, being overweight, and lack of exercise place them at risk for heart disease. Just as medical research discovered the risk factors for heart disease, social scientists have defined a set of risk factors that place young people at risk for the problem behaviors of substance abuse, delinquency, violence, teen pregnancy, and school dropout. They have also identified a set of protective factors that help to buffer the harmful effects of risk.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington have reviewed more than 30 years of existing work on risk factors from various fields and have completed extensive work of their own to identify risk factors for youth problem behaviors. They identified risk factors in important areas of daily life: 1) the **community**, 2) the **family**, 3) the **school**, and 4) within **individuals** themselves and their **peer** interactions. Many of the problem behaviors faced by youth — delinquency, substance abuse,

violence, school dropout, and teen pregnancy — share many common risk factors. Programs designed to reduce those common risk factors will have the benefit of reducing several problem behaviors.

Using the risk and protective factor model, Drs. Hawkins and Catalano and their colleagues developed an approach that communities can use to reduce youth problem behavior. An overview of the risk factors and protective factors that have been shown to be related to youth problem behavior and their link to the PNA survey will be provided.

The risk and protective factors have been organized into the four important areas of a young person's life — community, family, school, and peer/individual. The remainder of this section of the report is organized according to the four domains. For each domain, the definition of each risk factor is presented and then risk and protective results for Montana are provided by grade. Risk and protective factor charts are also provided to illustrate Montana risk and protection in relation to other states. On the following page is more information about the risk and protective charts. This information provides instruction on how risk and protective factor scores were developed, and how to read the charts.

Just as medical research discovered the risk factors for heart disease, social scientists have defined risk factors that place youth at risk for problem behaviors.

How to Read the Risk and Protective Factor Charts in This Section

There are two components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the **cut-points** for the risk and protective factor scales, and 2) the **eight-state norm dots** that indicate an estimate of national rates.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the group that was not at-risk. The Prevention Needs Assessment survey instrument was designed to assess adolescent substance use, antisocial behavior and the risk and protective factors that predict these adolescent problem behaviors. Since risk and protective factor model surveys have been given to thousands of youth in the Six-State and eight-state Consortium Projects, it was possible to select two groups of youth nationwide, one that was more at-risk for problem behaviors and another group that was less at-risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades); alcohol, tobacco, and other drug (ATOD) use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions); and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys. Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 50% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Eight-State Norm

The eight-state norm allows a comparison between the levels of risk, protection and antisocial behavior in your community and a more national sample. The eight-state norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country. Similarly, eight-state levels of antisocial behavior represent the percentage of youth in the eight states who engaged in each of the eight antisocial behaviors. In developing the eight-state norm, the contribution of each of eight states was proportional to its percentage of the national population which helps to make the results more representative of youth nation-wide. A comparison between the ATOD use rates from the eight-state database and those from the national Monitoring the Future survey showed the rates to be very similar, which provides added confidence in the validity of the eight-state norm.

Community Risk and Protective Factor

When looking at the community domain, it is important to consider more than how members of a community interact with the youth of the community. Youth benefit from living in an area where neighbors and community members show concern for them, offer them support, and give encouragement and praise. However, youth also benefit from living in a community that functions in a socially healthy manner. What is the community like? Are drugs and guns readily available? Is there an active presence of law enforcement officers in the community? Is the community lacking in economic resources? Do community members, businesses, or police turn a blind eye toward drug use and antisocial behaviors, or condone such behaviors? Is there a sense of community disorganization or do members of the community work together toward common goals?

All of these community issues, and more, play significant roles in shaping the behaviors of the youth that live within a particular community. By understanding how youth perceive their neighborhood, Montana communities can get a better sense of how they need to change in order to reduce the risk that youth will participate in problem behaviors.

Definitions of all community domain risk factors, as well as scale scores for the community domain, are provided on the next pages. The table below shows the links between the community risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 5

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Community					
Availability of Drugs	✓				✓
Availability of Firearms		✓			✓
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓

Availability of Drugs (Linked to Substance Abuse and Violence)

The more available drugs are in a community, the higher the risk that young people will abuse drugs in that community. Perceived availability of drugs is also associated with risk. For example, in schools where students just *think* drugs are more available, a higher rate of drug use occurs.

Availability of Firearms (Linked to Delinquency and Violence)

Firearm availability and firearm homicide have increased together since the late 1950s. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal. While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime (Linked to Substance Abuse, Delinquency, and Violence)

Community norms, the attitudes and policies a community holds about drug use and crime, are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other community members have of young people. When laws and community standards are favorable toward drug use or crime, or even if they are just *unclear*, youth are at higher risk.

Media Portrayals of Violence (Violence)

The role of media violence on the behavior of viewers, especially young viewers, has been debated for more than three decades. Research over that time period has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to violence in the media appears to have an impact on children in several ways: 1) children learn violent behavior from watching actors model that behavior, 2) they learn violent problem-solving strategies, and 3) media portrayals of violence appear to alter children's attitudes and sensitivity to violence. Please note that a scale has not been developed for this risk factor, and the Montana PNA Survey does not gather results for this risk factor.

Transitions and Mobility (Linked to Substance Abuse, Delinquency, and School Dropout)

Even normal school transitions predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school misbehavior, and delinquency result.

Communities with high rates of mobility appear to be linked to an increased risk of drug use and crime problems. The more often people in a community move, the greater the risk of both criminal behavior and drug-related problems in families. While some people find buffers against the negative effects of mobility by making connections in new communities, others are less likely to have the resources to deal with the effects of frequent moves and are more likely to have problems. Please note that the Montana PNA Survey does not gather results for this risk factor.

Low Neighborhood Attachment and Community Disorganization (Linked to Substance Abuse, Delinquency, and Violence)

Higher rates of drug problems, juvenile delinquency, and violence occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high, and where there is low surveillance of public places. These conditions are not limited to low-income neighborhoods; they can also be found in wealthier neighborhoods. The less homogeneous a community (in terms of race, class, religion, and even the mix of industrial to residential neighborhoods), the less connected its residents may feel to the overall community, and the more difficult it is to establish clear community goals and identity. The challenge of creating neighborhood attachment and organization is greater in these neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their own lives. If the key players in the neighborhood, such as merchants, teachers, police, and human services personnel, live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in schools also indicate lower attachment to the community.

Extreme Economic Deprivation (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Children who live in deteriorating and crime-ridden neighborhoods characterized by extreme poverty are more likely to develop problems with delinquency, violence, teen pregnancy, and school dropout. Children who live in these areas, *and* have behavior and adjustment problems early in life, are also more likely to have problems with drugs later on. Please note that a scale has not been developed for this risk factor, and the Montana PNA Survey does not gather results for this risk factor.

Community Risk and Protective Factor Scales

Risk Factors

Table 6 shows that the highest risk factor scaled score for the Family Domain was Laws and Norms Favoring Drug Use for 12th graders (53.7% at risk), followed by Perceived Availability of Handguns for 8th graders (48.0% at risk). In looking at each grade individually, the risk factor scale that was highest for 8th graders was Perceived Availability of Handguns; for 10th graders, the highest risk factor scale was Perceived Availability of Drugs; and for 12th graders, the highest risk factor scale was Laws and Norms Favoring Drugs.

In looking at Montana's community risk factor scales in relation to the eight-state norm, Figure 8 illustrates that most of Montana's levels of risk are lower than other states. Low Neighborhood Attachment, Community Disorganization, and Perceived Availability of Drugs were lower than the 8-state norm values for all grades. Perceived Availability of Handguns was higher than the 8-state norm for all grades.

Protective Factors

There are two protective factor scales for the community domain—Community Opportunities for Prosocial Involvement and Community Rewards for Prosocial Involvement. When looking at the results by grade, the 12th grade showed the highest protection for the Community Opportunities for

Prosocial Involvement scale (75.4% of 12th graders with protection), and the 8th grade showed the highest protection for the Community Rewards for Prosocial Involvement scale (55.3% of 8th graders with protection). Rates of Community Opportunities for Prosocial Involvement and Rewards for Prosocial Involvement were above the eight-state norm rates for all grades. Rates for Community Opportunities for Prosocial Involvement were 12.7% to 14.9% higher than the eight-state norm for all grades, while rates for Community Rewards for Prosocial Involvement were 2.4% to 3.4% higher than the eight-state norm rates for all grades.

2008 Comparisons Previous Administrations

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. These profile charts contain all of the risk and protective factors for the 2008 survey with comparisons to 2004 and 2006 results. For the community domain, levels of risk for grades 8, 10, and 12 decreased since the 2006 survey for Laws and Norms Favorable to Drug Use and Perceived Availability of Drugs. Laws and Norms Favorable to Drug Use showed decreases of 1.0% to 2.9% in each grade, and Perceived Availability of Drugs showed decreases of 1.9% to 4.7% in each grade. As for protective factors, the Community Opportunities for Prosocial Involvement scale decreased 2.8% since the 2006 survey for the 10th grades. See the charts in Appendix E for a more thorough comparison of risk and protective factor results from 2004, 2006, and 2008.

Table 6

Community Domain Risk and Protective Factor Scores	Grade 8			Grade 10			Grade 12		
RISK FACTORS	2004	2006	2008	2004	2006	2008	2004	2006	2008
Low Neighborhood Attachment	33.8	34.0	32.9	39.7	37.0	38.2	41.8	41.3	40.4
Community Disorganization	38.2	36.8	38.6	39.7	39.6	38.8	35.3	37.2	38.6
Laws & Norms Favor Drug Use	44.6	42.3	41.3	45.3	44.3	41.4	55.5	55.6	53.7
Perceived Availability of Drugs	46.6	42.0	39.8	52.6	47.5	45.6	51.4	48.7	44.0
Perceived Availability of Handguns	48.1	48.6	48.0	35.9	36.7	38.2	43.2	44.4	43.0
PROTECTIVE FACTORS	2004	2006	2008	2004	2006	2008	2004	2006	2008
Opportunities for Prosocial Involvement	72.3	73.1	72.1	73.1	74.9	72.1	76.7	76.2	75.4
Community Rewards for Prosocial Involvement	53.5	54.2	55.3	48.5	49.7	49.8	49.0	50.3	50.9

Figure 8

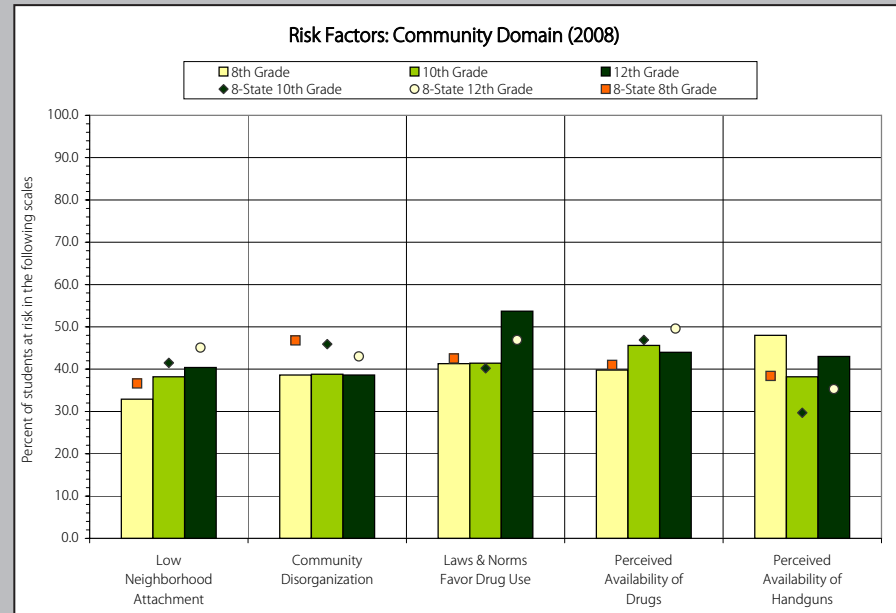
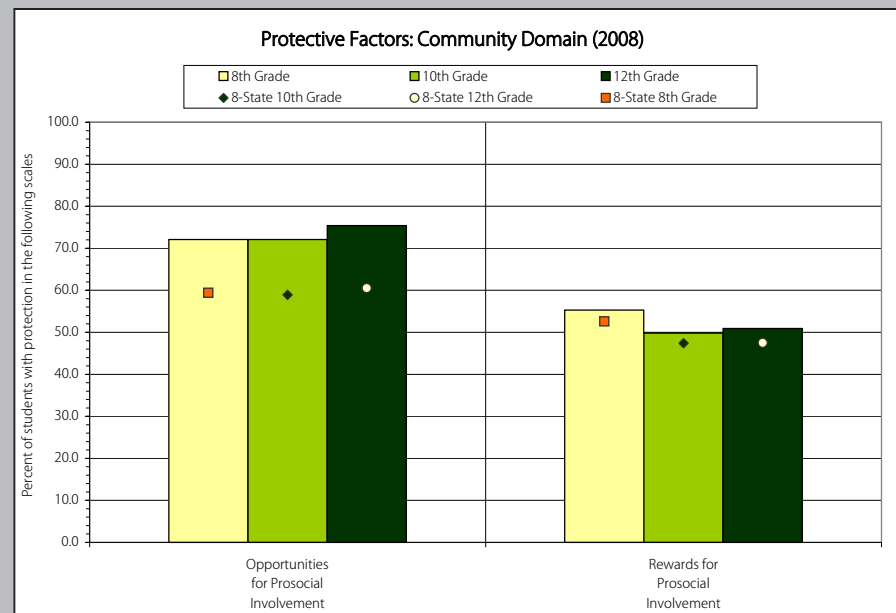


Figure 9



Family Risk and Protective Factors

For the family domain, one must consider more than parents' personal interaction with their children. Youth benefit from being bonded with their family, and from belonging to a family in which their parents offer support, encouragement, and praise. Other important factors that can contribute to youth problem behaviors are whether or not the youth's parents or siblings have used substances, approve of the use of substances, or have participated in antisocial behaviors. If a youth's living situation is full of conflict (fights and arguments) and disorganization (lack of family communication or parents not knowing the whereabouts or doings of their children), the youth is also at risk for problem behaviors.

Definitions of all family domain risk factors, as well as scores for the family domain, are provided on the following pages. The table below shows the links between the family risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well- designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 7

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	✓
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement In the Problem Behavior	✓	✓			✓

Family History of the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

If children are raised in a family with a history of addiction to alcohol or other drugs, the risk of their having alcohol and other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity, their risk of juvenile delinquency increases. Similarly, children who are raised by a teenage mother are more likely to become teen parents, and children of dropouts are more likely to drop out of school themselves.

Family Management Problems

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Poor family management practices include lack of clear expectations for behavior, failure of parents to monitor their children (knowing where they are and who they are with), and excessively severe or inconsistent punishment.

Family Conflict

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Persistent, serious conflict between primary care givers or between care givers and children appears to enhance risk for children raised in these families. Conflict between family members appears to be more important than family structure. Whether the family is headed by two biological parents, a single parent, or some other primary care giver, children raised in families high in conflict appear to be at risk for all of the problem behaviors.

Favorable Parental Attitudes and Involvement In the Behavior (Linked to Substance Abuse, Delinquency, and Violence)

Parental attitudes and behavior toward drugs, crime, and violence influence the attitudes and behavior of their children. Parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Similarly, children of parents who excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. In families where parents display violent behavior toward those outside or inside the family, there is an increase in the risk that a child will become violent. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will use drugs in adolescence.

Family Risk and Protective Factor Scales

Risk Factors

Table 8 shows that the highest family domain risk factor scales were for Parental Attitudes Favorable to Antisocial Behavior for 10th graders (57.8% at risk) and 12th graders (57.0% at risk). The lowest risk in the family domain was for the 8th grade Parental Attitudes Favorable to Drug Use risk factor score (32.0% at risk).

In looking at Montana's family risk factor scales in relation to the eight-state norm, Figure 10 illustrates that Montana's levels of risk are lower than the 8-state norm rates for Family Conflict (1.3% to 3.7% lower in each grade). The risk scores for Parental Attitudes Favorable to Antisocial Behavior and Parental Attitudes Favorable to Drug Use were above the eight-state norm rates for all grades.

Protective Factors

There are three protective factor scales for the family domain — Family Attachment, Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement. The highest protective factor rates were the 8th grade rate of Family Opportunities for Prosocial Involvement (64.9% with protection) and 12th grade Family Attachment (62.4% with protection). The lowest level of protection was found in 8th grade Family Rewards for Prosocial Involvement (49.8% of 8th graders with protection). Montana

family domain protective factors are very similar to the eight-state norm, and Montana had nearly identical or slightly higher rates for all grades and scales. Family Attachment for Montana youth was 1.8% to 3.7% higher in each grade in comparison to the 8-state norm rates; while Family Opportunities for Prosocial Involvement for Montana youth was 1.1% to 2.7% higher in each grade compared to the 8-state norm rates.

2008 Comparisons Previous Administrations

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. These profile charts contain all of the risk and protective factors for the 2008 survey with comparisons to 2004 and 2006 results. For the family domain, risk factor levels stayed fairly consistent since the 2006 administration. The biggest decreases are seen in the 8th and 12th grades. For the 8th grade, Family Conflict decreased 2.0% since the 2006 survey, Parent Attitudes Favorable to Antisocial Behavior decreased 1.2%, and Parent Attitudes Favorable to Drug Use decreased 2.4%. In the 12th grade where Poor Family Management decreased 1.8%, Family History of Antisocial Behavior decreased 1.6%, and Parent Attitudes decreased 1.5% since 2006. As for protective factors, the scale score for 10th grade Family Rewards for Prosocial Involvement decreased 1.1% since 2006, but all other rates remained largely unchanged. See the charts in Appendix E for a more thorough comparison of risk and protective factor results from 2004, 2006, and 2008.

Table 8

Family Domain Risk and Protective Factor Scores	Grade 8			Grade 10			Grade 12		
	2004	2006	2008	2004	2006	2008	2004	2006	2008
RISK FACTORS									
Poor Family Management	41.3	39.7	41.0	42.1	37.8	37.4	43.6	42.2	40.4
Family Conflict	35.5	36.9	34.9	38.8	38.5	39.5	33.2	33.8	33.8
Family History of Antisocial Behavior	41.6	38.8	38.0	45.8	44.3	43.5	48.4	46.5	44.9
Parent Attitudes Favorable to Antisocial Behavior	53.9	54.3	53.1	57.0	57.2	57.8	56.1	56.9	57.0
Parent Attitudes Favor Drug Use	34.1	34.4	32.0	52.0	50.3	48.5	54.6	52.9	51.4
PROTECTIVE FACTORS									
Family Attachment	56.5	54.9	55.7	60.7	59.0	58.7	62.8	62.0	62.4
Family Opportunities for Prosocial Involvement	63.9	64.9	64.9	57.3	58.4	58.0	60.1	60.0	60.0
Family Rewards for Prosocial Involvement	50.5	50.7	49.8	56.6	57.8	56.7	58.5	59.0	58.6

Figure 10

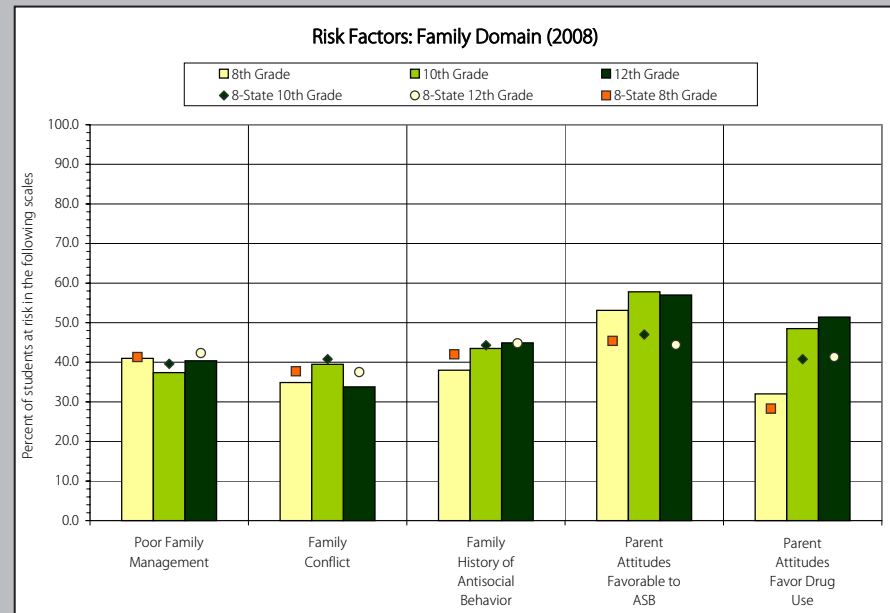
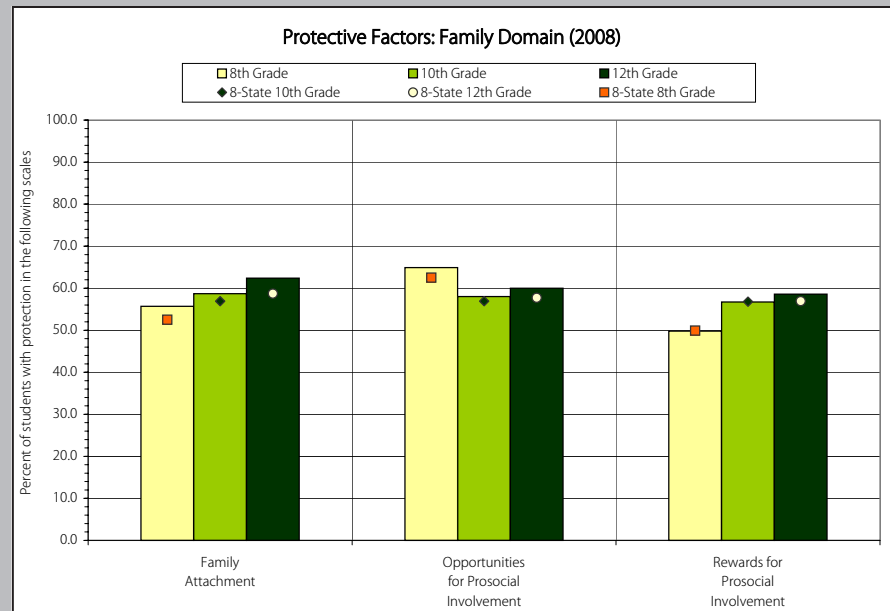


Figure 11



School Risk and Protective Factors

In the school domain, the early years are important as far as creating or decreasing the level of risk for children. Academic failure in elementary school puts children at risk for substance use, delinquency, teen pregnancy, school drop out, and violence later in life. Further, a child with early and persistent antisocial behavior is at risk for substance use and other problems later in life.

These two factors (academic failure and early engagement in antisocial behavior) indicate that prevention programs should begin early in a student's schooling. Programs that can effectively target the needs of the school population will help to decrease the level of risk, thereby decreasing problem behaviors later in schooling. The Montana data will be important for schools in that it will help them target the problem behaviors and student populations which have the greatest need for services.

As with the community and family domains, bonding at the school level also decreases risk and increases protection. When students have healthy relationships with their teachers, when they feel as if they are able to play an active role in their classes and in their school, and when they receive encouragement and support, they are more bonded to their school and their commitment to school is less likely to falter.

Definitions of all school domain risk factors, as well as scores for the school domain are provided on the next pages. The table below shows the links between the school risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 9

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
School					
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	✓

Early and Persistent Antisocial Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Boys who are aggressive in grades K-3 are at higher risk for substance abuse and delinquency. When a boy's aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This increased risk also applies to aggressive behavior combined with hyperactivity or attention deficit disorder.

This risk factor also includes persistent antisocial behavior in early adolescence, like misbehaving in school, skipping school, and getting into fights with other children. Young people, both girls and boys, who engage in these behaviors during early adolescence are at increased risk for drug abuse, delinquency, teen pregnancy, school dropout, and violence.

Academic Failure in Elementary School

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Beginning in the late elementary grades, academic failure increases the risk of drug abuse, delinquency, violence, teen pregnancy, and school dropout. Students fail for many reasons. It appears that *the experience of failure*, not necessarily the student's ability, increases the risk of problem behaviors.

Lack of Commitment to School

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Lack of commitment to school means the young person has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for all five problem behaviors.

School Risk and Protective Factor Scales

Risk Factors

There are two risk factor scales for the school domain — Academic Failure and Low Commitment to School. The highest risk factor score for the school domain was for 8th grade Low Commitment to School (50.5% at risk). The lowest level of risk was found for 12th grade Academic Failure (39.3% at risk). Risk factor rates are very similar for all grades, indicating that in the school domain, students are equally affected by the risk factors.

In comparison to the 8-state norm rates, Montana 8th and 10th grade Montana students indicated lower scale scores in comparison to the 8-state norm rates for Academic Failure.

Protective Factors

There are also two protective factor scales for the school domain — School Opportunities for Prosocial Involvement and School Rewards for Prosocial Involvement. Protective factor scores for School Opportunities for Prosocial Involvement were 4.4% to 4.7% percent higher than the eight-state norm for

all grades. Rates of School Rewards for Prosocial Involvement were also 5.9% to 6.8% higher than the 8-state norm values for all grades.

2008 Comparisons Previous Administrations

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. These profile charts contain all of the risk and protective factors for the 2008 survey with comparisons to 2004 and 2006 results. For the school domain, levels of Low Commitment to School increased 2.4% in the 10th grade (from 44.2% in 2006 to 46.6% in 2008) and increased 1.3% in the 12th grade (from 45.4% in the 2006 to 46.7% in 2008). Rates of Academic Failure decreased 2.1% in the 8th grade (from 2.1% in 2006 to 1.5% in 2008) and decreased 1.5% in the 12th grade (from 40.8% in 2006 to 39.3% in 2008). School Opportunities for Prosocial Involvement increased 1.1% in the 12th grade (from 66.7% in 2006 to 67.3% in 2008), but all remaining protective factor scale scores in the school domain were largely unchanged. See the charts in Appendix E for a more thorough comparison of risk and protective factor results from 2004, 2006, and 2008.

Table 10

School Domain Risk and Protective Factor Scores	Grade 8			Grade 10			Grade 12		
RISK FACTORS	2004	2006	2008	2004	2006	2008	2004	2006	2008
Academic Failure	43.7	43.0	40.9	44.6	44.1	44.8	39.9	40.8	39.3
Low Commitment to School	52.7	49.6	50.5	49.8	44.2	46.6	49.4	45.4	46.7
PROTECTIVE FACTORS	2004	2006	2008	2004	2006	2008	2004	2006	2008
Opportunities for Prosocial Involvement	65.9	66.9	66.6	63.7	67.0	66.3	65.9	66.2	67.3
School Rewards for Prosocial Involvement	56.0	58.6	59.0	66.2	68.9	68.9	51.6	54.0	53.7

Figure 12

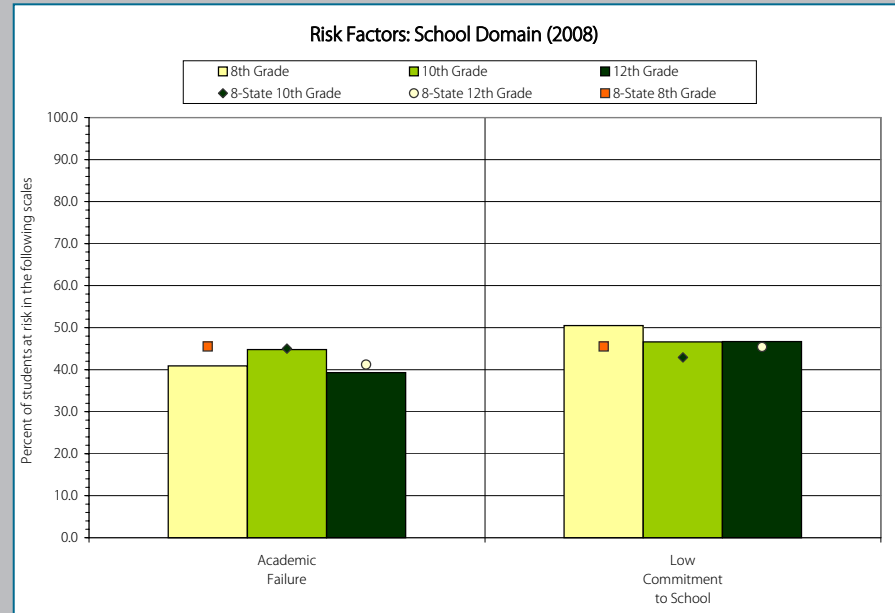
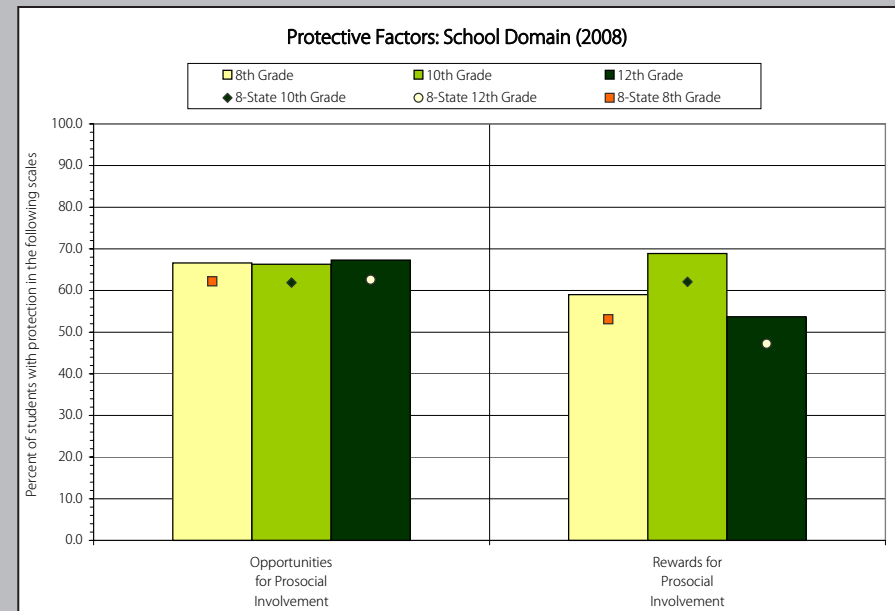


Figure 13



Peer/Individual Risk and Protective Factors

The final domain of an adolescent's life — peer/individual — consists of much more than mere peer pressure. While students are at risk for problem behaviors when they have friends who are engaging in unfavorable behaviors; or their friends have favorable attitudes toward the behaviors (i.e. it is seen as “cool”); the peer/individual domain also consists of several factors which spring from the individual. For example, students who are depressed, rebellious, or who feel alienation are more likely to use drugs and show antisocial behavior. Other constitutional factors also play a part in whether or not a student is at-risk for ATOD use or antisocial behaviors.

Definitions of all peer/individual domain risk and protective factors, as well as a description of individual characteristics, bonding, and healthy beliefs and clear standards, are presented in this section. Also in this discussion of peer/individual risk factors, scores for the scales in this domain are provided in the form of tables and charts. The table below shows the links between the peer/individual risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 11

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Individual/Peer					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Gang Involvement	✓	✓			✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Depressive Symptoms	✓	✓			
Intention to Use ATODs	✓				
Constitutional Factors	✓	✓			✓

Alienation, Rebelliousness, and Lack of Bonding to Society (Linked to Substance Abuse, Delinquency, and School Dropout)

Young people who feel they are not part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk of drug abuse, delinquency, and school dropout.

Friends Who Engage in the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Youth who associate with peers who engage in problem behaviors are much more likely to engage in the same problem behaviors. This is one of the most consistent predictors of youth problem behaviors that the research has identified. Even when young people come from well-managed families and do not experience other risk factors, just hanging out with those who engage in problem behaviors greatly increases their risks. However, young people who experience a low number of risk factors are less likely to associate with those who are involved in problem behaviors.

Favorable Attitudes Toward the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)

During the elementary school years, children usually express anti-drug, anti-crime, pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places them at higher risk.

Early Initiation of the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

The earlier young people begin using drugs, committing crimes, engaging in violent activity, becoming sexually active, and dropping out of school, the greater the likelihood that they will have problems with these behaviors later on. For example, research shows that young people who initiate drug use before age fifteen are at twice the risk of having drug problems as those who wait until after age nineteen.

Depressive Symptoms

(Linked to Substance Abuse and Delinquency)

Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors. Because they are depressed, these individuals have difficulty in identifying and engaging in prosocial activities. They consequently do not gain recognition for demonstrating positive behaviors or develop attachments to their schools or communities. On this Montana survey, youth who scored highest on the items measuring depressive symptoms also scored significantly higher on all of the drug use questions (see Table 31 and Figure 31 in the Antisocial Behavior and Additional Results section).

Intention to Use ATODs

(Linked to Substance Abuse)

Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.

Gang Involvement

(Linked to Substance Abuse, Delinquency, School Dropout, and Violence)

Youth who belong to gangs are more at risk for antisocial behavior and drug use. The risk factors associated with gang involvement are well known as many gang-related crimes and events are covered by local media. Gang membership has been linked to violence, shootings, destruction of public property, and involvement in other illegal behaviors including distribution of drugs. Please note that this scale was not included in any profile reports for the 2008 Montana PNA Survey.

Constitutional Factors

(Linked to Substance Abuse, Delinquency, and Violence)

Constitutional factors are factors that may have a biological or physiological basis. These factors are often seen in young people with behaviors such as sensation-seeking, low harm-avoidance, and lack of impulse control. These factors appear to increase the risk of young people abusing drugs, engaging in delinquent behavior, and/or committing violent acts.

Some young people who are exposed to multiple risk factors do not become substance abusers, juvenile delinquents, teen parents, or school dropouts. Balancing the risk factors are protective factors, those aspects of people's lives that counter risk factors or provide buffers against them. They protect by either reducing the impact of the risks or by changing the way a person responds to the risks. A key strategy to counter risk factors is to enhance protective factors that promote positive behavior, health, well-being, and personal success. Research indicates that protective factors fall into three basic categories: Individual Characteristics, Bonding, and Healthy Beliefs and Clear Standards.

Individual Characteristics

Research has identified four individual characteristics as protective factors. These attributes are considered to be inherent in the youngster and are difficult, if not impossible, to change. They consist of:

Gender. Given equal exposure to risks, girls are less likely to develop health and behavior problems in adolescence than are boys.

A Resilient Temperament. Young people who have the ability to quickly adjust to or recover from misfortune or changes are at reduced risk.

A Positive Social Orientation. Young people who are good natured, enjoy social interactions, and elicit positive attention from others are at reduced risk.

Intelligence. Bright children are less likely to become delinquent or drop out of school. However, *intelligence does not protect against substance abuse.*

Bonding

Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, prosocial family members, teachers, or other significant adults, and/or prosocial friends. Children who are *attached* to positive families, friends, schools, and their community, and who are *committed* to achieving the goals valued by these groups, are less

likely to develop problems in adolescence. Children who are bonded to others who hold healthy beliefs are less likely to do things that threaten that bond, such as use drugs, commit crimes, or drop out of school. For example, if children are attached to their parents and want to please them, they will be less likely to risk breaking this connection by doing things of which their parents strongly disapprove. Studies of successful children who live in high risk neighborhoods or situations indicate that strong bonds with a care giver can keep children from getting into trouble. Positive bonding makes up for many disadvantages caused by risk factors or environmental characteristics.

Healthy Beliefs and Clear Standards

Bonding is only part of the protective equation. Research indicates that another group of protective factors falls into the category of healthy beliefs and clear standards. The people with whom children are bonded need to have *clear, positive standards for behavior*. The content of these standards is what protects young people. For example, being opposed to youth alcohol and drug use is a standard that has been shown to protect young people from the damaging effects of substance abuse risk factors. Children whose parents have high expectations for their school success and achievement are less likely to drop out of school. Clear standards against criminal activity and early, unprotected sexual activity have a similar protective effect.

The negative effects of risk factors can be reduced when schools, families, and/or peer groups teach young people healthy beliefs and set clear standards for their behavior. Examples of healthy beliefs include believing it is best for children to be drug- and crime-free and to do well in school. Examples of clear standards include establishing clear no drug and alcohol family rules, establishing the expectation that a youngster does well in school, and having consistent family rules against problem behaviors.

Peer/Individual Risk and Protective Factor Scales

Risk Factors

The highest levels of risk are found when looking at the Rewards for Antisocial Behavior scale for 12th graders (66.4% at risk); the Sensation Seeking scale for 12th graders (54.0% at risk); and the Sensation Seeking scale for 10th graders (53.4% at risk). Gang Involvement, Early Initiation of Antisocial Behavior, and Interaction with Antisocial Peers were the lowest risk factor scales with only 25.8% to 30.2% of students in grades 8, 10, and 12 at risk for Early Initiation of Drug Use; 28.5% to 33.2% of students in grades 8, 10, and 12 at risk for Interaction with Antisocial Peers; and 4.9% to 8.2% of students in grades 8, 10, and 12 at risk for Gang Involvement.

The only scales that were well above the eight-state norm for all grades were Sensation Seeking (8.3% to 10.7% higher than the 8-state norm) and Attitudes Favorable to Antisocial Behavior (1.6% to 7.0% higher than the 8-state norm). However, there were four scales in which the risk factor scale scores for each grade were lower in Montana than in the 8-state norm. The scales in which Montana risk was consistently lower than the national value were: Early Initiation of Antisocial Behavior (8.0% to 11.8% lower than the 8-state norm), Early Initiation of Drug Use (7.4% to 9.1% lower than the 8-state norm), Interaction with Antisocial Peers (5.0% to 10.7% lower than the 8-state norm), and Depressive Symptoms (5.4% to 6.3% lower than the 8-state norm).

Protective Factors

There are five protective factor scales for the Peer/Individual domain. The highest protection rates were 8th grade Belief in the Moral Order (65.7% with protection), 8th grade Prosocial Involvement (62.1% with protection), and 12th grade Rewards for Prosocial Involvement (63.5% with protection). The Religiosity protective factor scale was the only scale that was lower than the eight-state norm for Montana youth in all grades. For all grades, Religiosity was 2.6% to 11.7% lower than the eight-state norm.

2008 Comparisons Previous Administrations

Appendix E contains risk and protective factor charts for grades 8, 10, and 12. These profile charts contain all of the risk and protective factors for the 2008 survey with comparisons to 2004 and 2006 results. For the peer/individual domain, there were decreases in risk in several scales. The following scales showed decreases in risk for the 8th, 10th, and 12th grades since the 2006 survey: Rebelliousness, Early Initiation of Antisocial Behavior, Friends' Use of Drugs, Rewards for Antisocial Behavior, and Depressive Symptoms. Since the 2006 survey, protective factor scores for Belief in the Moral Order increased 2.7% in the 8th grade, 1.0% in the 10th grade, and 3.5% in the 12th grade. Scale scores for Religiosity decreased 3.3% to 3.4% in each grade since 2006. See the charts in Appendix E for a more thorough comparison of risk and protective factor results from 2004, 2006, and 2008.

Table 12

Peer-Individual Domain Risk and Protective Factor Scores	Grade 8			Grade 10			Grade 12		
RISK FACTORS	2004	2006	2008	2004	2006	2008	2004	2006	2008
Rebelliousness	43.2	41.0	36.1	48.3	46.5	43.4	44.7	46.1	39.5
Early Initiation of Antisocial Behavior	32.6	25.3	25.8	36.0	30.1	30.2	31.7	27.1	27.9
Early Initiation of Drug Use	45.2	40.3	35.4	41.2	37.3	33.3	49.1	43.6	39.0
Attitudes Favorable to Antisocial Behavior	43.3	39.6	40.2	51.4	49.3	50.2	49.2	48.2	48.1
Attitudes Favorable to Drug Use	41.2	37.6	33.0	53.4	50.4	50.0	55.3	52.3	51.3
Intentions to Use	34.5	32.0	29.9	48.0	46.5	45.0	55.4	54.1	53.7
Perceived Risk of Drug Use	38.8	35.4	35.3	52.9	53.0	50.6	46.6	46.2	47.4
Interaction with Antisocial Peers	31.2	29.5	28.5	35.4	33.9	33.2	34.8	30.9	29.9
Friend's Use of Drugs	50.3	46.3	40.7	51.3	47.3	44.4	47.9	42.7	40.9
Sensation Seeking	57.5	51.7	52.6	55.9	51.0	53.4	53.3	52.2	52.4
Rewards for Antisocial Behavior	40.9	36.0	31.8	52.9	49.5	47.1	56.4	55.4	54.0
Depressive Symptoms	46.9	43.9	42.4	47.0	45.1	41.2	37.9	38.2	35.9
Gang Involvement	9.8	10.0	8.2	6.8	7.0	7.0	4.8	5.1	4.9
PROTECTIVE FACTORS	2004	2006	2008	2004	2006	2008	2004	2006	2008
Belief in the Moral Order	61.2	63.0	65.7	47.8	51.7	52.7	50.4	50.1	53.6
Religiosity	54.7	52.3	49.0	48.0	47.2	43.8	42.2	41.6	38.3
Interaction with Prosocial Peers	57.0	57.3	60.4	51.3	55.2	54.0	46.8	49.6	50.9
Prosocial Involvement	59.5	61.6	62.1	54.2	58.2	57.8	56.6	57.3	58.7
Rewards for Prosocial Involvement	52.3	54.7	56.0	56.9	60.9	59.0	62.1	62.4	63.5

Figure 14

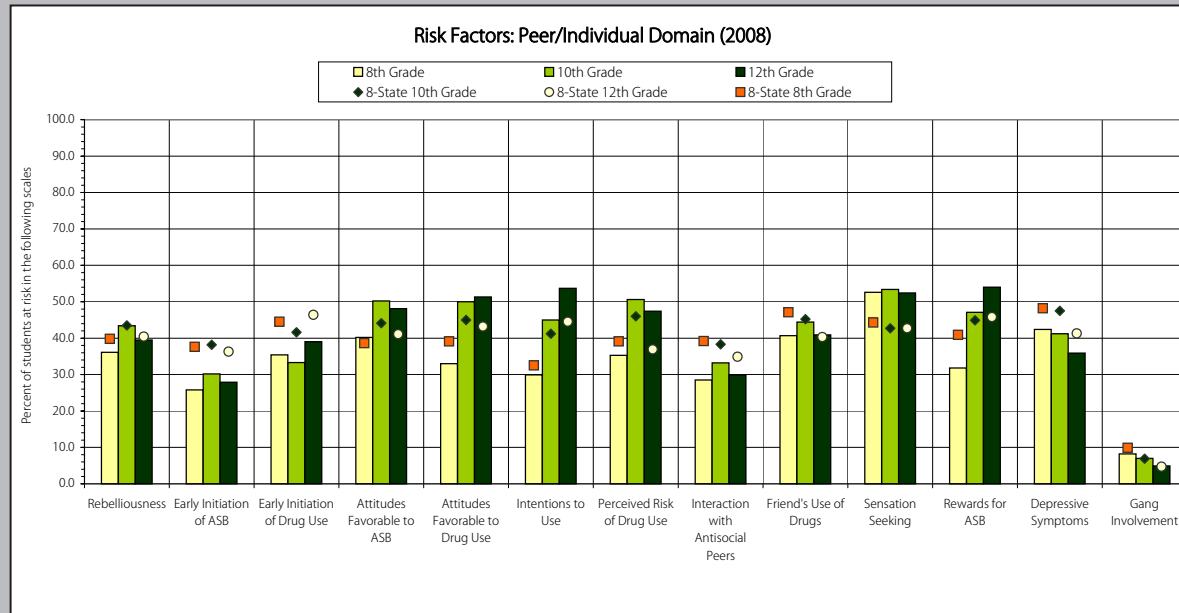
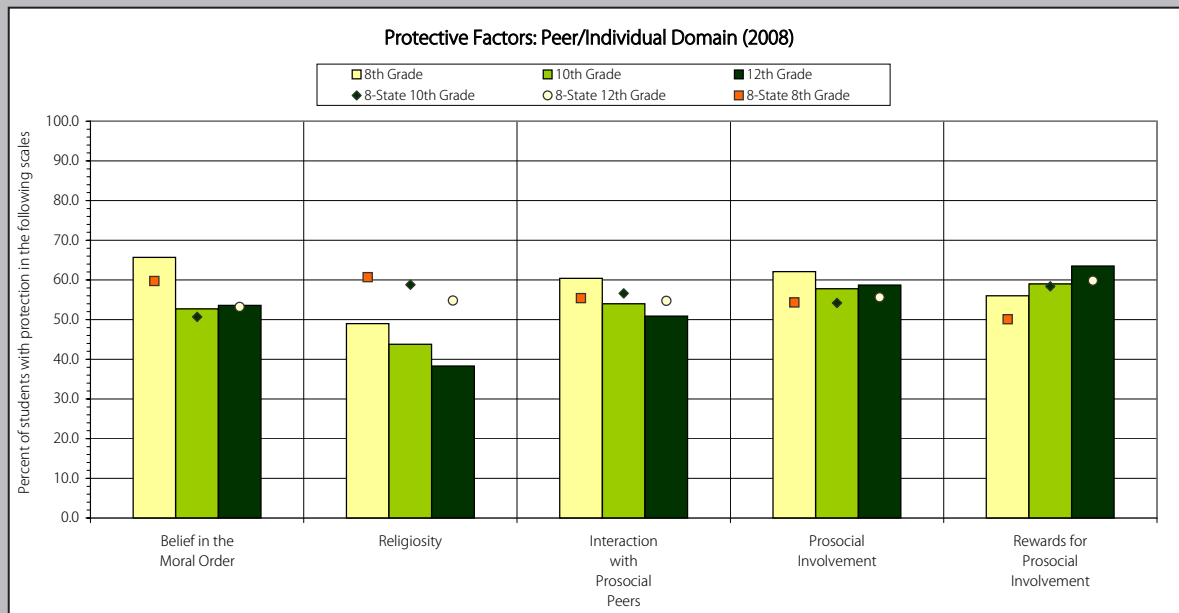


Figure 15



Section 3: Substance Use Outcomes

Age of Initiation

Montana students were asked to report when, if ever, they first used ATODs. In calculating the average age of initiation, only the ages indicated by students who had used the substance before were taken into account.

The results show that students begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 12.38 years. A period of over one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.84 years, and the first regular use of alcohol at 14.59 years.

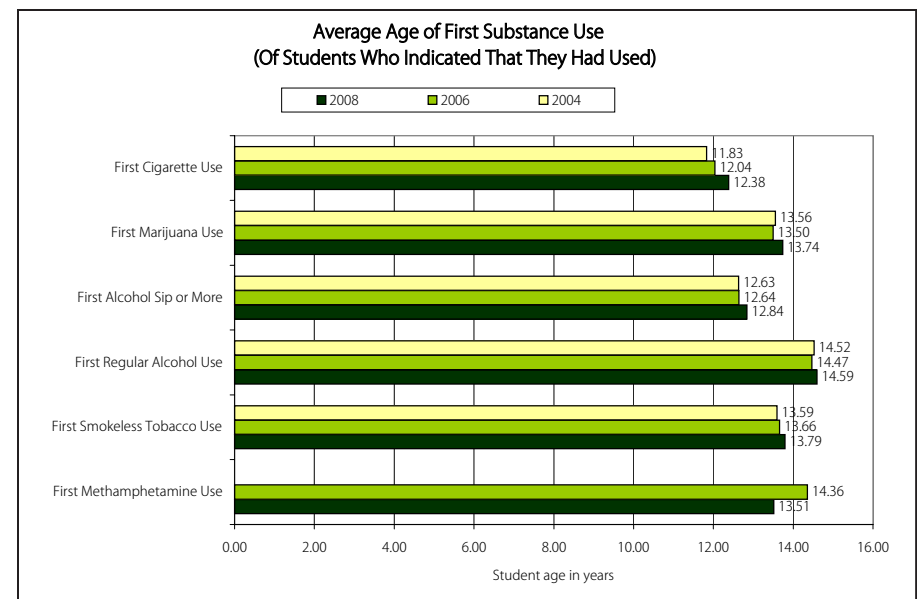
The results also show that students begin trying marijuana earlier than one would think. Of the students who had used marijuana, the average age of first use was 13.74 years — nearly one year before students indicated that they had begun drinking regularly. Further, age of first smokeless tobacco use was 13.79 years in the 2008 survey. Two years of data is available for students' reported first use of methamphetamines (if they used). Of the students who reported using methamphetamines at least once in their lifetime, 13.51 years was the average age of first use.

In looking at survey results over the past three administrations, age of first cigarette use has shown a gradual increase (from 11.83 years in 2004, to 12.38 years in 2008) and smokeless tobacco has also shown a gradual increase (from 13.59 years in 2004, to 13.79 years in 2008). Age of first methamphetamine use decreased sharply from 2006 to 2008; however, as meth use use low and so few students provide an age of first use for meth (346 of the survey population answered with an age in 2008), the average age of initiation for that substance category is more likely to shift from administration to administration.

Table 13

Age of Initiation			
	Average Age of First Use (Of Students Who Indicated That They Had Used)		
Drug Used	2004	2006	2008
First Cigarette Use	11.83	12.04	12.38
First Marijuana Use	13.56	13.50	13.74
First Alcohol Sip or More	12.63	12.64	12.84
First Regular Alcohol Use	14.52	14.47	14.59
First Smokeless Tobacco Use	13.59	13.66	13.79
First Methamphetamine Use	N/A	14.36	13.51

Figure 16



Lifetime ATOD Use, By Grade

Montana Lifetime Usage

Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs. If a student indicates that they have used a substance at least once in their lifetime, the results of this lifetime use are reported in this section. As can be seen in Table 14, the most commonly used substances are alcohol (65.7%), cigarettes (35.8%), marijuana (28.7%), and smokeless tobacco (20.8%).

In comparing the 2008 survey results to the 2006 survey results, lifetime use rates for all students decreased for cigarettes (decreases of 2.7% to 6.0% in each grade), smokeless tobacco, (decreases of 1.0% to 1.8% in each grade), marijuana (decreases of 1.3% to 3.8% in each grade), and stimulants (decreases of 1.0% to 1.6% in each grade).

Further, in comparison to results gathered in 2004, lifetime use rates in the 8th, 10th, and 12th grades are lower now than they were in 2004 for alcohol (decreases of 2.8% to 5.7% for each grade), cigarettes (decreases of 6.0% to 9.7% for each grade), and marijuana (decreases of 5.5% to 8.4% for each grade).

Montana Results Compared to National Results

Montana's results can be compared to the national Monitoring the Future (MTF) survey results for grades 8, 10, and 12. Comparing Montana to MTF (see Table 14) shows that Montana survey participants in grades 8, 10, and 12 have had more lifetime experience with alcohol and smokeless tobacco than students in the national sample. For alcohol use, lifetime use rates were 10.0% higher for Montana 8th graders, 9.4% higher for Montana 10th graders, and 8.1% higher for Montana 12th graders in comparison to students in the same grades in the national sample. Similarly, 1.3% to 15.8% more Montana youth in the 8th, 10th, and 12th grades than MTF participants in the

same grades used smokeless tobacco. While lifetime cigarette use is typically higher in Montana than in the nation for all grades, the 2008 survey results show that Montana 8th grade and MTF 8th grade use is similar (varying only by 0.6%); however Montana 10th grad cigarette use is 3.1% higher than that national rate, and 12th grade use is 3.9% higher than the national rate. Montana students in grades 8, 10, and 12 had less lifetime experience with ecstasy (1.3% to 1.6% lower in each grade). Montana students in the 8th and 10th grades indicated lower use rates in comparison to the national rates for cocaine and methamphetamines, and Montana 10th and 12th graders indicated a lower use rate of sedatives in comparison to the national MTF sample. Figure 17 presents a comparison between Montana 8th, 10th, and 12th grade students compared to MTF students in each grade.

Figure 17

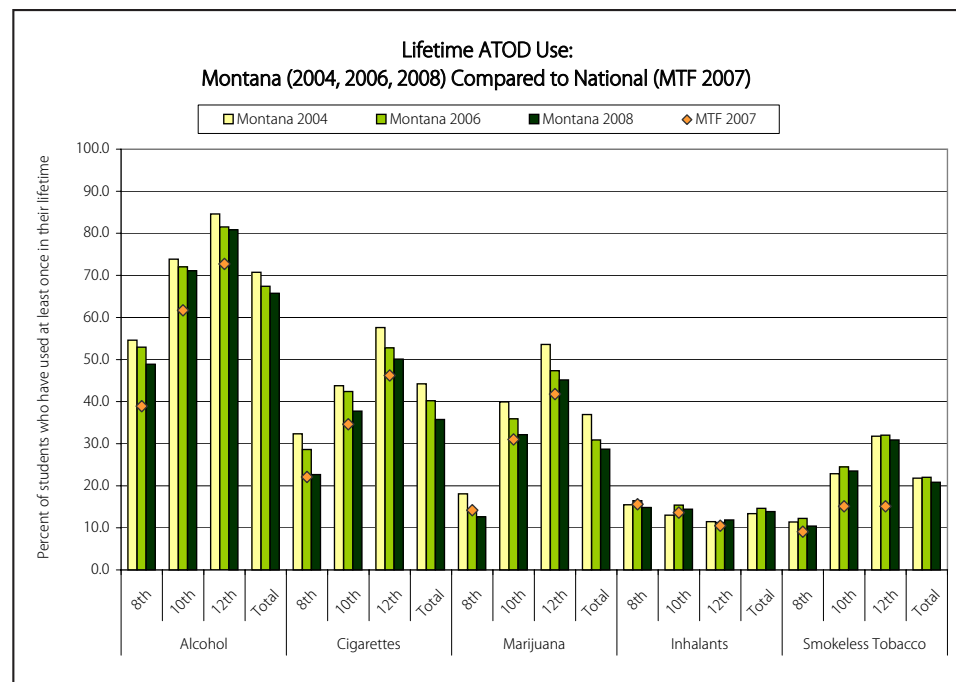


Table 14

Percentage of Montana Respondents Who Used ATODs During Their Lifetime by Grade															
Drug Used	Montana Grade 8			MTF Grade 8 2007	Montana Grade 10			MTF Grade 10 2007	Montana Grade 12			MTF Grade 12 2007	Total Lifetime		
	2004	2006	2008		2004	2006	2008		2004	2006	2008		2004	2006	2008
Alcohol	54.6	52.9	48.9	38.9	73.8	72.0	71.1	61.7	84.6	81.5	80.8	72.7	70.7	67.4	65.7
Cigarettes	32.4	28.6	22.7	22.1	43.8	42.4	37.7	34.6	57.6	52.8	50.1	46.2	44.2	40.2	35.8
Smokeless Tobacco	11.4	12.2	10.4	9.1	22.8	24.5	23.5	15.1	31.8	32.0	30.9	15.1	21.8	22.0	20.8
Marijuana	18.1	13.9	12.6	14.2	39.9	35.9	32.1	31.0	53.6	47.3	45.2	41.8	36.9	30.9	28.7
Inhalants	15.5	16.5	14.8	15.6	13.0	15.4	14.4	13.6	11.5	11.2	11.9	10.5	13.4	14.6	13.8
Hallucinogens	1.8	1.6	1.0	1.6	5.8	4.5	3.8	3.0	10.2	7.5	6.2	3.4	5.8	4.3	3.5
Cocaine	1.7	1.5	1.0	3.1	3.9	4.0	3.7	5.3	8.5	7.9	7.3	7.8	4.6	4.2	3.7
Methamphetamines	N/A	1.5	0.4	1.8	N/A	3.5	1.7	2.8	N/A	5.8	2.5	3.0	N/A	3.4	1.4
Stimulants	2.5	3.6	2.3	N/C	5.8	7.7	6.7	N/C	9.3	9.2	7.6	N/C	5.8	6.6	5.3
Sedatives	9.7	10.0	9.1	9.2	15.8	14.2	13.2	14.8	19.0	16.7	13.9	15.2	14.8	13.3	11.9
Ecstasy	2.1	1.9	1.0	2.3	3.7	3.6	3.6	5.2	5.2	5.7	5.1	6.5	3.6	3.6	3.1
Heroin	1.1	0.9	0.7	1.3	2.6	2.0	2.0	1.5	4.2	3.2	2.9	1.5	2.6	1.9	1.8
Any Drug	32.5	32.6	26.8	N/C	49.8	47.3	41.0	N/C	60.2	55.7	50.4	N/C	47.4	44.5	38.5
N/C - Indicates where MTF data is not comparable to data gathered through the 2008 Montana PNA Survey															
N/A - Indicates a question that was not asked in the 2004 Montana PNA Survey															

30-Day ATOD Use, By Grade

Montana 30-Day Usage

When looking at the percentage of students who indicated that they used ATODs in the past 30 days (Table 15), an increase by grade can generally be seen with all substances except inhalants. For example, 7.8% of 8th graders had smoked cigarettes in the past 30 days, whereas 23.9% of 12th graders had smoked cigarettes in the past 30 days. However, 30-day inhalant usage peaked at grade 8 (5.2%) and declined to 1.5% by grade 12.

The 2008 Montana PNA Survey shows that marijuana 30-day use rates are fairly close to cigarette use rates in each grade. Particularly, marijuana use in the 10th grade is very similar to 10th grade cigarette use. In the 10th grade, 17.0% of students indicated that they had used cigarettes at least once in the past month, while 16.4% of students indicated that they had used marijuana at least once in the past month. The use rates in other grades and for the total population are also very close. There is a 2.4% difference in 8th grade cigarette and marijuana use, a 2.5% difference in 12th grade cigarette and marijuana use, and a 1.8% difference in cigarette and marijuana use overall.

In comparing the 2008 results to the 2006 results, total 30-day use rates for all substances remained fairly stable. The biggest changes in past month state substance use were for 30-day 8th grade alcohol and smokeless tobacco use (decrease of 2.3% for alcohol use, decrease of 1.3% for smokeless tobacco use since 2006), and 8th and 10th grade cigarette and marijuana use (decreases of 1.2% to 2.7% since 2006). The only substance to show a significant increase since 2006 was 12th grade smokeless tobacco use (increase of 1.3%, from 13.7% in 2006 to 15.0% in 2008).

Despite the fairly stable use rates since the 2006 survey, rates are significantly down since 2004 for all grades for 30-day alcohol, cigarette, and marijuana use. For example, 30-day alcohol use for the total survey population was 43.3% in 2004. The rate decreased to 37.9% in 2006, and the rate further decreased to 37.2% in 2008.

Montana Results Compared to National Results

Table 15 shows the percentage of Montana survey participants and youth nationwide who used ATODs in the 30 days prior to completing the survey. In comparison to Monitoring the Future survey results, Montana youth in the 8th grade indicated higher 30-day use rates of three substances in comparison to MTF 8th graders — alcohol (5.1% higher), inhalants (1.3% higher), and sedatives (1.1% higher). Montana 10th graders indicated higher use rates of five substances in comparison to MTF 10th graders — alcohol (7.8% higher), cigarettes (3.0% higher), smokeless tobacco (4.6% higher), marijuana (2.2% higher), and sedatives (1.1% higher). Montana 12th graders indicated higher use rates of five substances in comparison to MTF 12th graders — alcohol (8.7% higher), cigarettes (2.3% higher), smokeless tobacco (8.4% higher), marijuana (2.6% higher), and hallucinogens (1.3% higher). Figure 18 presents a comparison between Montana 8th, 10th, and 12th grade students compared to MTF students in each grade.

Figure 18

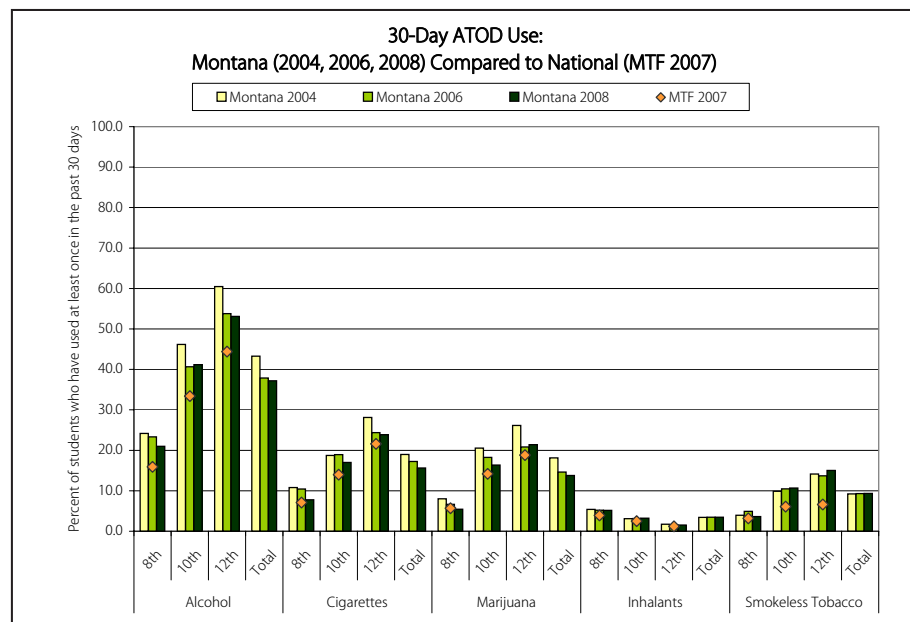


Table 15

Percentage of Montana Respondents Who Used ATODs During the Past 30 Days by Grade															
Drug Used	Montana Grade 8			MTF Grade 8 2007	Montana Grade 10			MTF Grade 10 2007	Montana Grade 12			MTF Grade 12 2007	Total 30-Day		
	2004	2006	2008		2004	2006	2008		2004	2006	2008		2004	2006	2008
Alcohol	24.2	23.3	21.0	15.9	46.2	40.7	41.2	33.4	60.5	53.8	53.1	44.4	43.3	37.9	37.2
Cigarettes	10.8	10.4	7.8	7.1	18.7	18.9	17.0	14.0	28.1	24.4	23.9	21.6	19.0	17.3	15.6
Smokeless Tobacco	3.9	4.9	3.6	3.2	9.9	10.5	10.7	6.1	14.2	13.7	15.0	6.6	9.2	9.3	9.3
Marijuana	8.0	6.7	5.4	5.7	20.5	18.3	16.4	14.2	26.2	20.8	21.4	18.8	18.1	14.6	13.8
Inhalants	5.4	5.2	5.2	3.9	3.1	3.1	3.2	2.5	1.7	1.5	1.5	1.2	3.4	3.5	3.4
Hallucinogens	0.8	0.5	0.4	0.5	1.7	1.5	1.2	0.7	2.5	2.0	1.9	0.6	1.7	1.3	1.1
Cocaine	0.8	0.8	0.5	0.9	1.3	1.0	1.1	1.3	2.3	2.0	2.0	2.0	1.5	1.2	1.1
Methamphetamines	N/A	0.4	0.1	0.6	N/A	0.7	0.5	0.4	N/A	1.0	0.4	0.6	N/A	0.7	0.3
Stimulants	0.9	1.5	1.1	N/C	1.8	2.8	2.5	N/C	3.1	2.4	2.0	N/C	1.9	2.2	1.8
Sedatives	4.3	4.0	4.1	3.0	7.1	6.0	5.7	4.6	8.2	6.3	5.1	4.6	6.5	5.4	4.9
Ecstasy	0.8	0.5	0.4	0.6	0.9	0.7	1.3	1.2	0.9	1.4	1.0	1.6	0.9	0.9	0.9
Heroin	0.4	0.3	0.3	0.4	0.8	0.4	0.7	0.4	0.8	1.0	0.9	0.4	0.7	0.5	0.6
Any Drug	15.9	15.6	13.1	N/C	27.1	25.5	21.7	N/C	32.0	27.2	25.1	N/C	25.0	22.4	19.6
N/C - Indicates where MTF data is not comparable to data gathered through the 2008 Montana PNA Survey															
N/A - Indicates a question that was not asked in the 2004 Montana PNA Survey															

Lifetime ATOD Use by Gender

Tables 16 and 17 on the following page show the percentage of lifetime ATOD use for males and females. Lifetime use is a measure of the experience that young people have had with various substances. While being female is generally considered a protective factor for substance use, it can be seen that males and females are very similar in their use of most substances and generally have substance use rates that are within one to two percentage points of each other, with females showing slightly higher use for certain substances in certain grades. The only areas in which males have significantly higher lifetime use rates than females are with smokeless tobacco and marijuana. Males in all grades have a much higher lifetime smokeless tobacco use rate than females in every grade, and more males in each grade have used marijuana in their lifetime. Females have consistently higher lifetime use

rates of sedatives and inhalants than males (3.1% higher overall for inhalants, 4.0% higher overall for sedatives).

It is also interesting to note that 8th grade females have higher use rates than males in six of the 13 substance categories, 10th grade females have higher use rates than males in seven of the 13 substance categories, and 12th grade females have higher use rates than males in three of the 13 substance categories. Such a finding indicates that females may be experimenting with use of certain substances at equal or higher rates as males in junior high school or early high school, but as the high school years progress, males take over as the more dominant substance users.

Figure 19

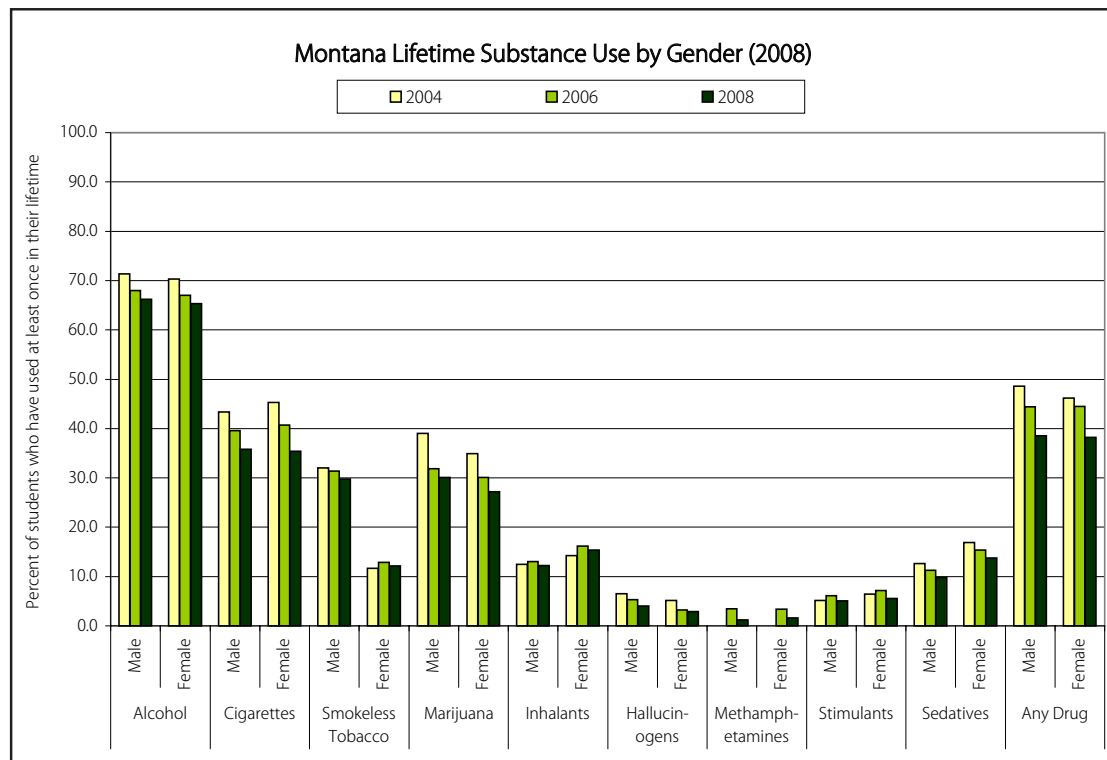


Table 16 Percentage of Males by Grade Who Used ATODs During Their Lifetime

Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Alcohol	55.9	52.8	50.3	73.2	73.4	70.7	85.4	81.4	81.5	71.3	68.0	66.2
Cigarettes	31.4	26.6	22.9	41.9	41.4	36.7	57.6	53.9	51.5	43.4	39.6	35.8
Smokeless Tobacco	17.6	17.0	14.3	32.3	34.6	34.0	46.7	46.0	44.7	32.0	31.4	29.7
Marijuana	19.5	14.3	12.8	41.5	36.8	33.3	56.4	48.3	48.9	39.0	31.9	30.1
Inhalants	13.7	14.1	12.5	12.2	13.2	12.4	11.5	11.5	11.6	12.5	13.1	12.2
Hallucinogens	1.6	1.6	1.1	6.3	5.3	4.1	11.7	9.9	7.7	6.5	5.3	4.0
Cocaine	1.1	1.3	0.9	3.7	4.3	3.3	8.4	9.5	8.3	4.4	4.8	3.9
Methamphetamines	N/A	1.3	0.4	N/A	3.4	1.2	N/A	6.1	2.3	N/A	3.4	1.2
Stimulants	2.0	2.7	2.1	5.1	6.9	5.7	8.4	9.4	8.1	5.1	6.1	5.0
Sedatives	7.1	7.6	6.7	12.8	11.8	10.4	18.2	15.2	13.2	12.6	11.3	9.8
Ecstasy	1.7	1.7	1.0	3.7	3.6	3.7	5.0	6.9	5.5	3.4	3.9	3.2
Heroin	1.1	0.9	0.6	3.0	2.7	2.4	5.5	4.2	4.1	3.1	2.5	2.2
Any Drug	32.6	31.2	25.0	50.4	47.5	40.9	62.6	56.3	53.1	48.6	44.4	38.5

Table 17 Percentage of Females by Grade Who Used ATODs During Their Lifetime

Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Alcohol	53.2	52.9	47.4	74.6	70.8	71.4	84.0	81.9	80.2	70.3	67.0	65.3
Cigarettes	33.3	30.2	22.1	45.7	43.3	38.3	57.8	51.8	48.3	45.3	40.7	35.4
Smokeless Tobacco	5.2	7.6	6.5	13.0	14.5	13.7	17.1	18.2	17.3	11.7	12.9	12.2
Marijuana	16.5	13.5	12.3	38.4	34.8	30.7	50.8	46.9	41.3	34.9	30.1	27.2
Inhalants	17.2	18.6	17.1	13.7	17.4	16.2	11.5	11.2	12.1	14.2	16.1	15.3
Hallucinogens	1.8	1.5	0.8	5.1	3.6	3.5	8.8	5.1	4.8	5.1	3.2	2.9
Cocaine	2.1	1.7	1.0	4.1	3.7	3.8	8.5	6.5	6.2	4.8	3.7	3.5
Methamphetamines	N/A	1.6	0.4	N/A	3.5	2.1	N/A	5.6	2.6	N/A	3.4	1.6
Stimulants	3.0	4.5	2.4	6.5	8.4	7.4	10.2	9.2	7.1	6.5	7.1	5.5
Sedatives	12.2	12.3	11.2	18.8	16.5	15.7	19.8	18.1	14.6	16.9	15.3	13.8
Ecstasy	2.3	2.0	1.0	3.8	3.5	3.4	5.3	4.5	4.7	3.8	3.2	2.9
Heroin	1.1	0.9	0.7	2.1	1.4	1.5	2.8	2.1	1.8	2.0	1.4	1.3
Any Drug	32.2	33.6	28.3	49.1	46.6	40.8	57.8	55.4	47.4	46.2	44.4	38.2

30-Day ATOD Use by Gender

Tables 18 and 19 on the following page show the percentage of ATOD use in the past 30 days by males and females in grades 8, 10, and 12. Total rates of 30-day use are very similar, though the 30-day usage rate of smokeless tobacco is considerably higher for males (15.2% for males compared to 3.6% for females). Also, females in the state (grades 8, 10, and 12 combined) have slightly higher 30-day use rates of sedatives (5.8% for females compared to 4.0% for males).

Additionally, female 30-day use rates are slightly higher than male use rates in five of the 13 substance categories for the 8th grade and four of the 13 substance categories in the 10th grade. By the 12th grade, male rates were higher than females rates or very similar to them in all but two categories.

Such a finding indicates that many females may begin using substances earlier in life than males; however, as students age, more males than females begin using substances.

While both female and male use increases with increased grade level, male use appears to increase at a higher rate. For example, in the 8th grade, 20.8% of females and 21.1% of males indicated using alcohol at least once in the past 30 days. In the 10th grade, the difference in 30-day alcohol use was greater with 39.8% of females and 42.5% of males indicating 30-day use. Finally, in the 12th grade, there was a more pronounced difference in 30-day use with 48.5% of females and 57.5% of males indicating use.

Figure 20

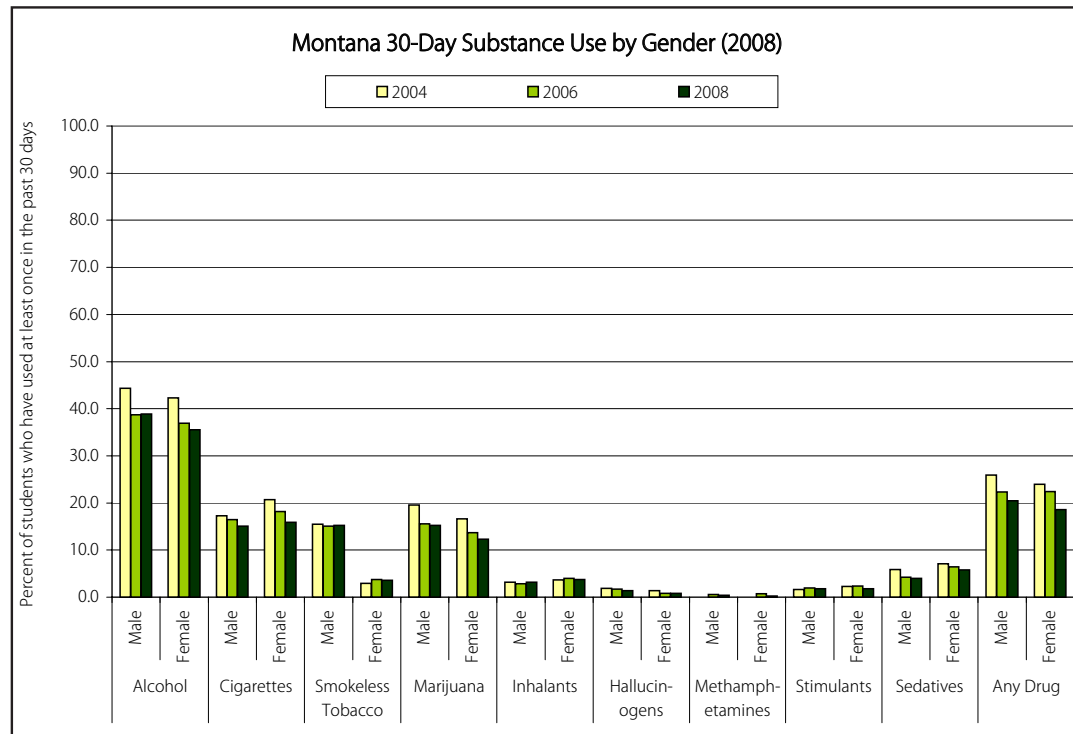


Table 18

Percentage of Males by Grade Who Used ATODs During The Past 30 Days												
Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Alcohol	23.8	22.6	21.1	46.3	41.6	42.5	63.7	56.0	57.5	44.4	38.7	38.8
Cigarettes	9.0	8.8	6.7	16.4	17.4	15.5	27.0	25.4	25.2	17.3	16.5	15.0
Smokeless Tobacco	6.6	7.0	5.2	15.7	17.1	17.3	24.6	22.8	25.7	15.5	15.1	15.2
Marijuana	7.9	6.8	5.5	21.4	19.4	17.9	29.6	22.4	24.9	19.6	15.6	15.3
Inhalants	4.3	3.8	4.3	3.2	2.8	3.4	2.0	1.7	1.3	3.2	2.9	3.1
Hallucinogens	0.9	0.5	0.4	1.7	1.9	1.3	3.0	3.0	2.6	1.8	1.7	1.4
Cocaine	0.7	0.7	0.5	1.4	1.1	0.9	2.3	2.6	2.0	1.5	1.4	1.1
Methamphetamines	N/A	0.2	0.1	N/A	0.6	0.5	N/A	1.0	0.7	N/A	0.6	0.4
Stimulants	0.8	1.1	1.2	1.6	2.4	2.0	2.5	2.6	2.3	1.6	2.0	1.8
Sedatives	3.0	2.6	2.5	6.3	4.4	4.9	8.4	6.2	4.9	5.9	4.3	4.0
Ecstasy	0.8	0.6	0.5	1.1	0.9	1.6	1.1	1.9	1.0	1.0	1.1	1.0
Heroin	0.3	0.5	0.4	1.0	0.7	1.0	1.2	1.3	1.3	0.8	0.8	0.8
Any Drug	14.9	13.7	12.2	27.6	25.8	22.7	34.8	28.4	28.3	25.9	22.3	20.4

Table 19

Percentage of Females by Grade Who Used ATODs During The Past 30 Days												
Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Alcohol	24.4	23.7	20.8	46.1	39.6	39.8	57.5	51.8	48.5	42.3	36.9	35.5
Cigarettes	12.5	12.0	8.6	21.0	20.4	18.1	29.4	23.8	22.4	20.7	18.1	15.9
Smokeless Tobacco	1.4	2.9	2.1	3.8	4.0	4.3	3.7	4.5	4.5	3.0	3.7	3.6
Marijuana	7.8	6.5	5.5	19.5	17.0	14.7	22.9	19.5	17.8	16.6	13.7	12.3
Inhalants	6.4	6.5	6.1	3.0	3.4	3.1	1.4	1.5	1.7	3.7	4.0	3.8
Hallucinogens	0.6	0.5	0.3	1.7	1.0	1.0	2.0	1.0	1.3	1.4	0.8	0.8
Cocaine	0.8	0.8	0.5	1.2	0.8	1.2	2.3	1.4	1.9	1.4	1.0	1.2
Methamphetamines	N/A	0.6	0.1	N/A	0.8	0.5	N/A	0.9	0.2	N/A	0.7	0.3
Stimulants	1.0	1.8	1.0	2.1	3.2	2.8	3.8	2.1	1.6	2.3	2.4	1.8
Sedatives	5.2	5.4	5.6	8.1	7.6	6.4	8.1	6.4	5.4	7.1	6.4	5.8
Ecstasy	0.6	0.5	0.3	0.7	0.4	0.9	0.7	1.0	0.9	0.7	0.6	0.7
Heroin	0.5	0.1	0.2	0.5	0.2	0.4	0.5	0.6	0.5	0.5	0.3	0.4
Any Drug	16.4	17.2	14.0	26.4	24.9	20.5	29.3	26.0	21.8	24.0	22.4	18.6

Intention to Use ATODs

Youth were asked in the 2004, 2006, and 2008 Montana PNA Surveys whether they intended to use cigarettes, alcohol, or marijuana when they became adults. The response categories were “NO!” (Definitely not true), “no” (Mostly not true), “yes” (Mostly true), and “YES!” (Definitely true). The percentages of students in each grade answering “YES!” or “yes” to the questions are listed in Table 20.

As can be seen, a majority of students in all grades indicated that they intended to use alcohol when they were adults, with 53.0% of 8th graders, 69.2% of 10th graders, 77.3% of 12th graders, and 65.6% of the total survey population indicating intention to use alcohol. Despite these high rates for alcohol use, rates of intention to use other substances were much lower. A minority of students indicated that they intended to use cigarettes (8.5% intend to use) and marijuana (11.6% intend to use). It is interesting to note that the intention to use marijuana was higher than intention to use cigarettes in all grades (11.6% of students surveyed intend to use marijuana, while 8.5% of students surveyed intend to use cigarettes).

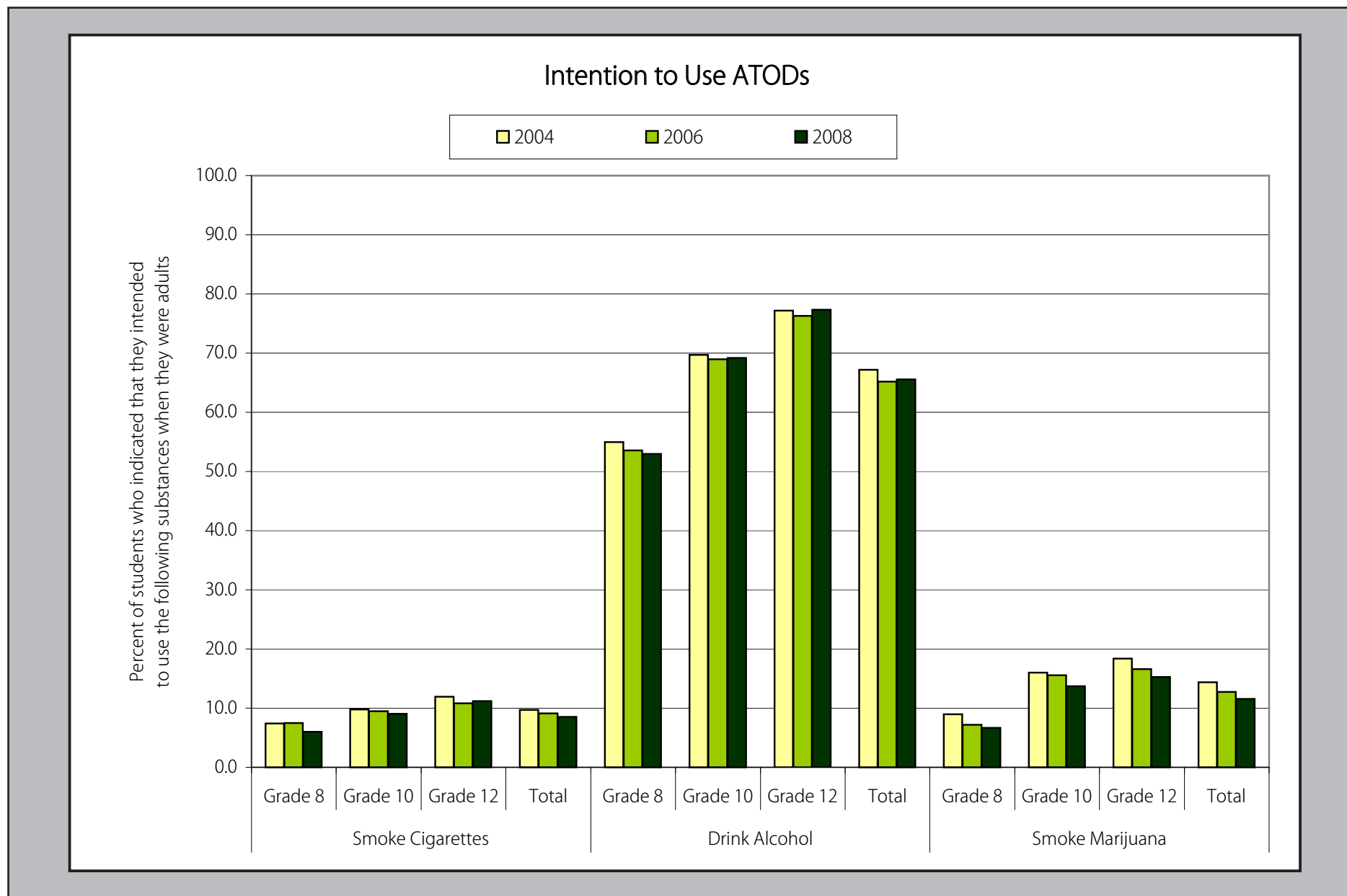
As can be seen in Figure 21, students’ intentions to use ATODs increase with increased grade level. Rates of students’ intentions to use in each substance category peaked in grade 12. In looking at intention to use by grade, Table 20 shows that 3.4% more 12th graders than 8th graders intend to use cigarettes, 5.2% more 8th graders than 12th graders intend to use smokeless tobacco, 24.3% more 12th graders than 8th graders intend to use alcohol, and 8.6% more 12th graders than 8th graders intend to use marijuana. Youth need prevention programs prior to the onset of substance use and then at regular intervals to maintain low rates of substance use and intention to use.

In comparing 2008 results to 2006 results, rates stayed fairly consistent, however, 8th grade intention to smoke cigarettes increased 1.5% since 2006, 12th grade intention to drink alcohol increased 1.0% since 2006, 10th grade intention to smoke marijuana decreased 1.9%, and 12th grade intention to smoke marijuana decreased 1.3%.

Table 20 Percentage of Youth with Intention to Use ATODs

Question	Grade 8			Grade 10			Grade 12			Total		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Smoke Cigarettes	7.4	7.5	6.0	9.8	9.5	9.1	11.9	10.9	11.2	9.7	9.1	8.5
Drink Alcohol	55.0	53.6	53.0	69.7	69.0	69.2	77.2	76.3	77.3	67.2	65.2	65.6
Smoke Marijuana	9.0	7.2	6.7	16.0	15.6	13.7	18.4	16.6	15.3	14.4	12.7	11.6

Figure 21



Student Sources for Obtaining Alcohol

Table 21 and Figure 22 contain data on where students obtained alcohol. When examining sources of alcohol data, it is important to note that the percentages reported in Table 21 reflect the percent of students who reported “yes” to the individual questions, and that the percentages only account for alcohol-using students and not those students who answered “did not use” to the question. Further, it must be noted that the categories are not mutually exclusive, and students were allowed to select more than one option. For example, students who report getting alcohol from home with a parents’ permission might also report taking it from a store. Accordingly, total percentages will not sum to 100% within grade, as selection of multiple options is evident.

Across all grades, one of the most prominent alcohol sources for alcohol-using Montana students is in getting it from someone they knew 21 or older. This source becomes increasingly more frequent as students progress from the 8th grade (31.4% obtained alcohol from someone they know over 21) to the 12th grade (69.3% obtained alcohol from someone they know over 21).

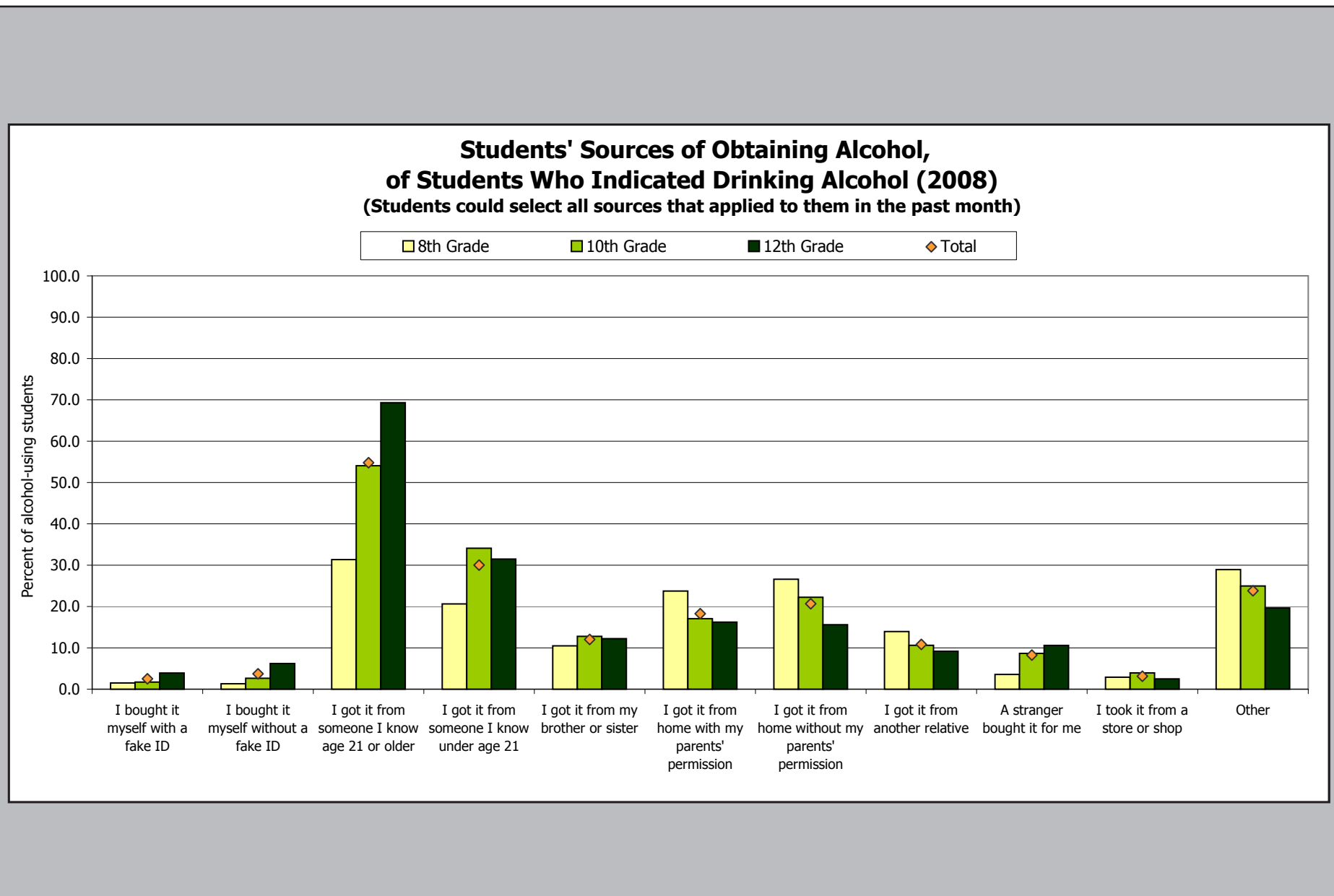
For alcohol-using 8th graders, the top three sources for obtaining alcohol are getting it from someone over 21, getting it from another source that was not listed as an option (29.0%), and getting it from home without a parent’s permission (26.6%). For alcohol-using 10th and 12th graders, the top three sources were getting it from someone they know over the age of 21, getting it from someone they know under the age of 21 (34.1% for 10th graders, 31.5% for 12th graders), and from another source that was not listed as a response option (25.0% of 10th graders, 19.6% of 12th graders).

Encouragingly, very few students reported buying alcohol themselves with a fake ID (1.5% to 3.9% of alcohol-drinking students in each grade) or buying alcohol without a fake ID (1.3% to 6.2% of alcohol-drinking students in each grade).

Table 21

Percentage of Alcohol-Drinking Students Indicating Their Usual Sources of Obtaining Alcohol				
If you drank alcohol (beer, wine, or liquor) and not just a sip or taste in the past year, how did you usually get it? (Choose all that apply)	8th Grade	10th Grade	12th Grade	Total
I bought it myself with a fake ID	1.5	1.7	3.9	2.5
I bought it myself without a fake ID	1.3	2.6	6.2	3.7
I got it from someone I know age 21 or older	31.4	54.1	69.3	54.8
I got it from someone I know under age 21	20.6	34.1	31.5	30.0
I got it from my brother or sister	10.5	12.8	12.2	12.0
I got it from home with my parents’ permission	23.7	17.1	16.2	18.3
I got it from home without my parents’ permission	26.6	22.2	15.6	20.7
I got it from another relative	13.9	10.6	9.2	10.8
A stranger bought it for me	3.6	8.7	10.6	8.2
I took it from a store or shop	2.9	3.9	2.5	3.1
Other	29.0	25.0	19.6	23.8

Figure 22



Perceived Harmfulness

When students perceive that a substance is harmful, they are less likely to use it. The Montana PNA Survey asked students, “How much do you think people risk harming themselves (physically or in other ways) if they” smoked cigarettes heavily, tried marijuana, smoked marijuana regularly, use smokeless tobacco, drank alcohol regularly, or used methamphetamines. Response categories were that the previously named substance categories placed them at “No Risk,” “Slight Risk,” “Moderate Risk,” or “Great Risk.” Perceived harmfulness is a measure of the students who indicated that using certain substances places people at “Great Risk” for health and other problems. Results are presented in Table 22 and Figure 23.

For each grade, the highest perceived harmfulness was for using methamphetamines (92.5% in the 8th grade, 94.1% in the 10th grade, and 93.9% in the 12th grade perceived “Great Risk”). The second highest perceived harmfulness was for smoking one or more packs of cigarettes a day, with perceptions of great risk at 73.3% in the 8th grade, 75.6% in the 10th grade and 74.3% in the 12th grade. The lowest percentage of perceived harmfulness in the 8th grade was for regular alcohol use (28.5% for grade 8), and the least perceived harmfulness for the 10th and 12th grades was for trying marijuana once or twice (24.1% for the 10th grade and 18.3% for the 12th grade).

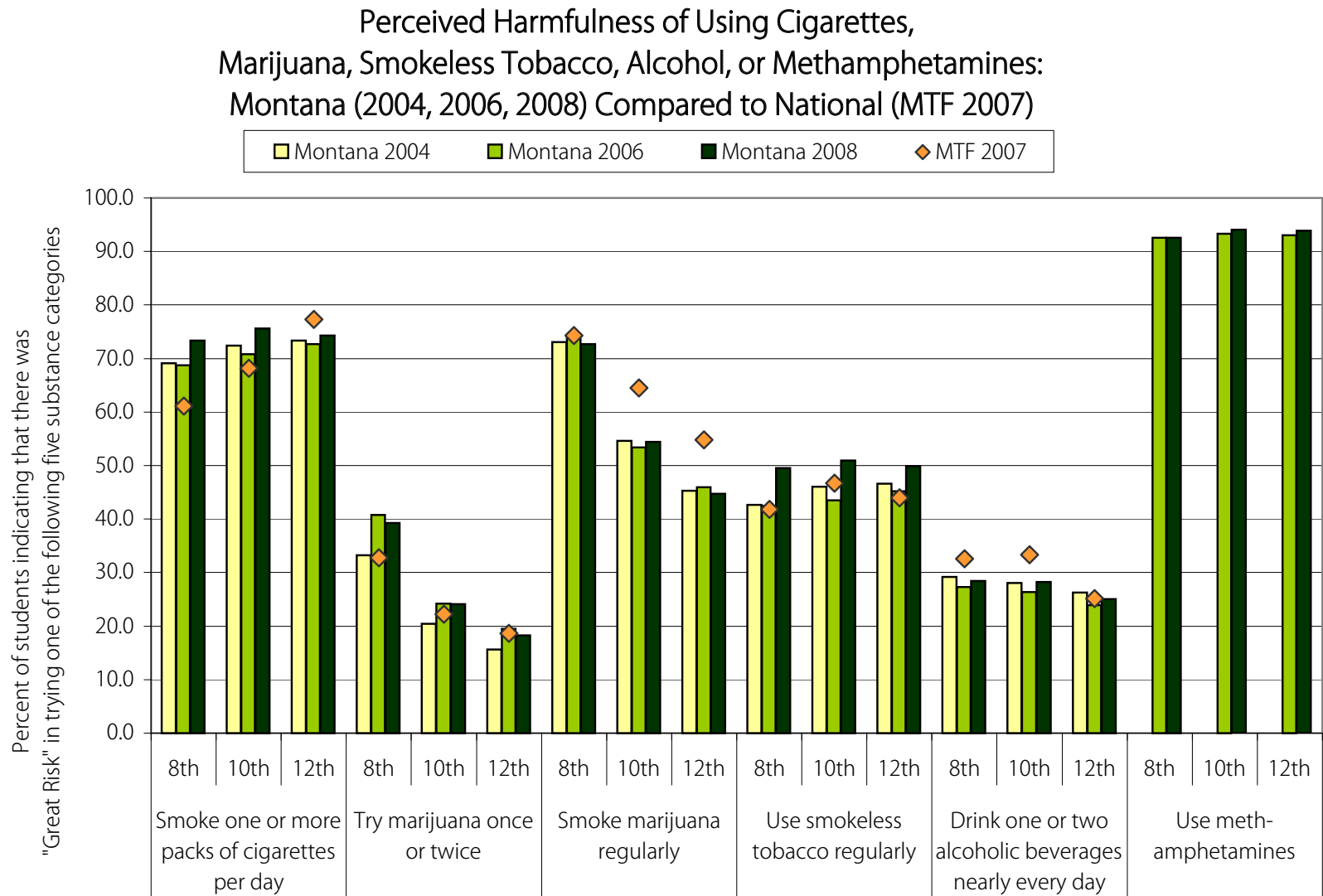
In all grades (8, 10, and 12), Montana survey participants perceived a greater risk than MTF survey participants in using smokeless tobacco regularly (4.2% to 7.7% higher than the MTF survey in each grade). A higher percentage of Montana 8th and 10th graders indicated a perceived risk of smoking one or more packs of cigarettes per day and trying marijuana once or twice. For perceived harmfulness of smoking marijuana regularly, however, 1.6% fewer Montana 8th grade students, 10.0% fewer Montana 10th grade students, and 10.1% fewer Montana 12th grade students perceived great risk than students in the same grades in the national sample.

Since the 2006 survey, perceived harmfulness of heavy cigarette smoking increased for all grades (1.6% to 4.9% increase in each grade), regular smokeless tobacco use increased in all grades (4.7% to 7.4% increase in each grade), and regular having one or two drinks nearly every day increased in all grades (1.2% to 1.9% increase in each grade). However, students’ perceived harmfulness of trying marijuana once or twice decreased 1.5% in the 8th grade and decreased 1.1% in the 12th grade since 2006, and perceived harmfulness of smoking marijuana regularly decreased 1.3% in the 8th grade and decreased 1.3% in the 12th grade since 2006. Rates of perceived harmfulness of using methamphetamines were relatively unchanged from previous administrations.

Table 22

Percentage of Montana and Monitoring the Future (2007) Respondents Who Perceive that Using the Five Categories of Substances Places People at “Great Risk”															
Question	Montana Grade 8			Grade 8 MTF 2007	Montana Grade 10			Grade 10 MTF 2007	Montana Grade 12			Grade 12 MTF 2007	Montana Total		
	2004	2006	2008		2004	2006	2008		2004	2006	2008		2004	2006	2008
Smoke one or more packs of cigarettes per day	69.1	68.7	73.3	61.1	72.4	70.8	75.6	68.2	73.3	72.6	74.3	77.3	71.6	70.5	74.4
Try marijuana once or twice	33.3	40.8	39.2	32.8	20.4	24.2	24.1	22.2	15.7	19.5	18.3	18.6	23.2	29.1	28.0
Smoke marijuana regularly	73.1	74.0	72.7	74.3	54.6	53.4	54.5	64.5	45.3	46.0	44.7	54.8	57.8	59.0	58.3
Use smokeless tobacco regularly	42.7	42.5	49.5	41.8	46.1	43.5	50.9	46.7	46.6	45.2	49.9	44.0	45.1	43.6	50.1
Drink one or two alcoholic beverages nearly every day	29.2	27.3	28.5	32.6	28.0	26.4	28.3	33.3	26.2	23.9	25.1	25.1	27.9	26.0	27.4
Used Methamphetamines	N/A	92.6	92.5	N/A	N/A	93.3	94.1	N/A	N/A	93.1	93.9	N/A	N/A	93.0	93.5

Figure 23



Perceived Availability

Availability of ATODs has been linked to substance abuse and violence. On the survey questionnaire, a question asked if the participant wanted to get cigarettes, alcoholic beverage, marijuana, methamphetamines, or other drugs (cocaine, LSD, or amphetamines) “how easy would it be to get some.” The response choices were, “Very Hard,” “Sort of Hard,” “Sort of Easy,” and “Very Easy.” Table 23 contains the percentage of youth who reported that it was “Sort of Easy” or “Very Easy” to get the substances.

Perceived availability increases with increased grade level. For example, while only 54.1% of 8th graders perceived alcohol as being easy to get, 83.3% of 12th graders perceived alcohol as being easy to get. By grade 10, a majority of youth also perceived cigarettes and marijuana as being easy to get. In regards to other illicit drugs, 23.8% of Montana 12th grade students perceived cocaine, LSD, or amphetamines as being easy to get; and 22.7% perceived methamphetamines as being easy to get.

The substance that students perceived as most easy to get is alcohol, with 70.7% of all Montana students having the perception that alcohol is easy to get. Further, a question regarding the perceived availability of methamphetamines was added to the 2006 and 2008 Montana PNA surveys. The 2008 survey showed that 8.7% of 8th graders, 18.4% of 10th graders, 22.7% of 12th

graders, and 16.1% of all students perceived methamphetamines as being “Very easy” or “Sort of easy” to get.

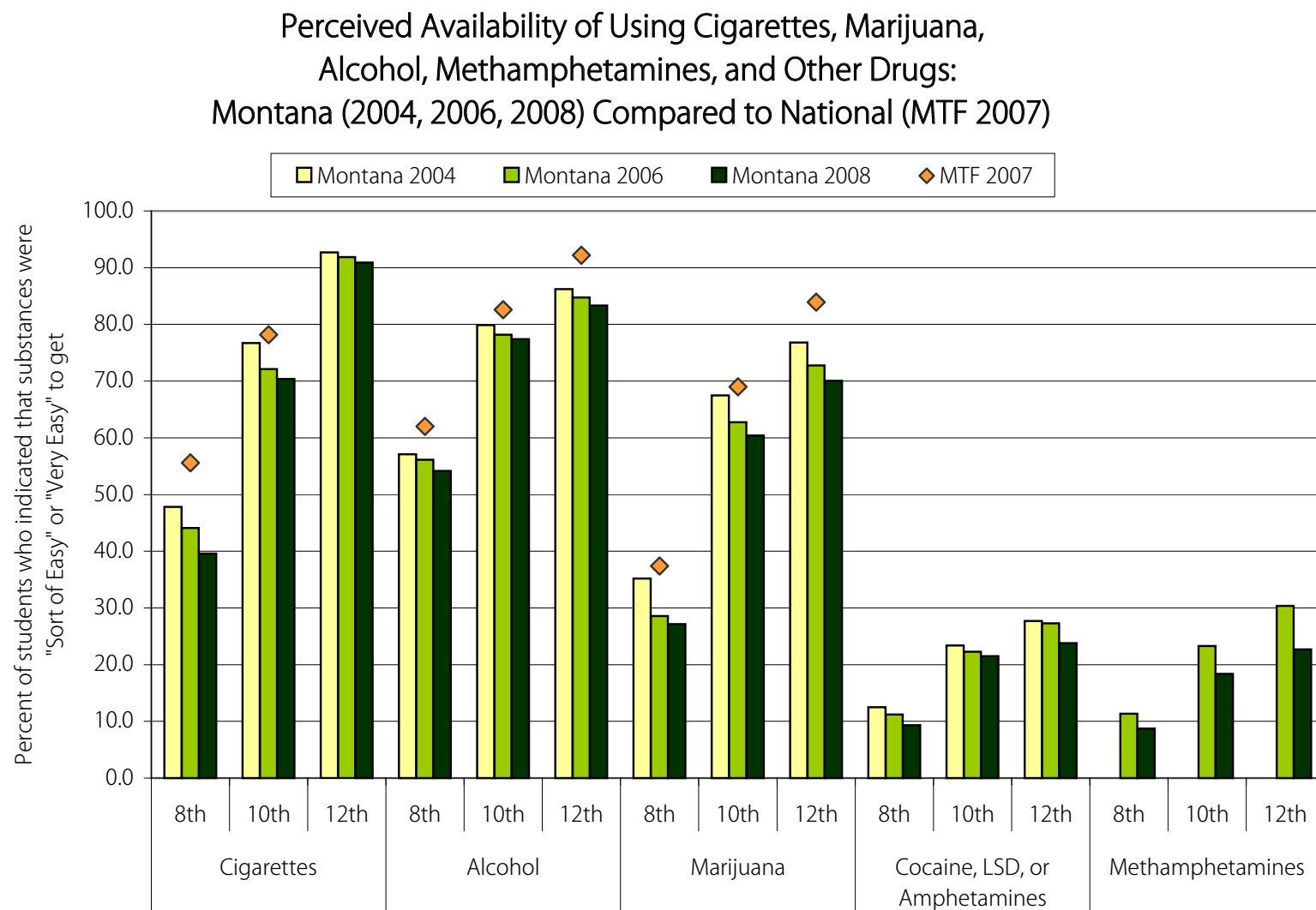
The results reveal that Montana survey participants do not perceive any type of drug as being as easy to get as do the youth from the national sample (MTF comparisons for perceived availability of methamphetamines, other drugs, and 12th grade cigarette availability are not available). In all categories, and for all grades, there is a 5.2% to 16.0% difference in perceived availability between Montana results and national results. This difference is illustrated in Figure 24, which looks at the perceived availability of students in grades 8, 10, and 12 in the Montana and national surveys.

Since the 2006 survey, there have been decreases in the perceived availability in all substance categories. Perceived availability of cigarettes decreased 1.0% to 4.5% in each grade since the 2006 survey, perceived availability of marijuana decreased 1.4% to 2.7% in each grade since 2006, and perceived availability of methamphetamines decreased 2.6% to 7.7% in each grade. Eighth and 12th grade rates of perceived availability of alcohol and other drugs also significantly decreased since the last survey.

Table 23

Percentage of Montana and Monitoring the Future (2007) Respondents Who Perceive the Four Substances as “Sort of Easy” or “Very Easy” to Get															
Question	Montana Grade 8			Grade 8 MTF 2007	Montana Grade 10			Grade 10 MTF 2007	Montana Grade 12			Grade 12 MTF 2007	Montana Total		
	2004	2006	2008		2004	2006	2008		2004	2006	2008		2004	2006	2008
Cigarettes	47.8	44.1	39.6	55.6	76.7	72.1	70.4	78.2	92.7	91.9	90.9	N/A	72.6	67.3	65.2
Alcoholic beverage	57.1	56.1	54.1	62.0	79.9	78.2	77.4	82.6	86.2	84.7	83.3	92.2	74.4	71.8	70.7
Marijuana	35.2	28.6	27.1	37.4	67.5	62.7	60.4	69.0	76.8	72.7	70.1	83.9	60.0	52.9	51.1
Cocaine, LSD, or Amphetamines	12.5	11.2	9.3	N/A	23.4	22.3	21.5	N/A	27.7	27.3	23.8	N/A	21.2	19.6	17.7
Methamphetamines	N/A	11.3	8.7	N/A	N/A	23.3	18.4	N/A	N/A	30.4	22.7	N/A	N/A	20.9	16.1

Figure 24



Section 4: Antisocial Behaviors and Additional Results

Heavy Substance Use and Other Antisocial Behavior by Grade and Gender

Figure 25 and Table 24 display antisocial behavior data gathered by grade and gender. In the 2008 survey, two questions were added to the survey focusing on past month rates of drinking alcohol and driving and/or riding with a driver who had been drinking alcohol. For Montana's youth, the antisocial behaviors with the highest rates were riding with a driver who had been drinking (32.8% of surveyed students) and binge drinking (23.5% of surveyed students reporting consuming more than five drinks in a row at least once in the past two weeks). Other antisocial behaviors that a high percentage of students participated in at least once in the past year were being at school while drunk or high (17.6% of students) and being suspended from school (10.0% of students). The behavior that the fewest students participated in was smoking a half pack of cigarettes or more per day (0.8% of students).

In looking at the results by grade, students in the 8th grade had the highest rates of being suspended from school in the past year (12.4%). Tenth grade students had the highest rate of reported vehicle theft in the past year (3.0%). Twelfth grade students had the highest rates of binge drinking in the past two weeks (36.9%), smoking a pack or more of cigarettes per day (1.4%), being drunk or high at school in the past year (25.3%), selling illegal drugs in the past year (9.3%), reported arrest in the past year (7.2%), drinking and driving in the past month (25.3%), and riding with a driver who had been drinking in the past month (37.1%).

The results also show an interesting correlation between binge drinking and past-month alcohol use. In comparing 30-day ATOD use in Table 15 (page 33) to Table 24, 37.2% of all students (grades 8th, 10th, and 12th) used alcohol in the past 30 days, while 23.5% of all students reported binge drinking in the past two weeks. Similar results are seen for each grade, with the binge drinking rate being over half the 30-day alcohol rate. Such findings indicate that a majority of the students who do drink are drinking heavily.

Male-female differences extend to heavy use of alcohol and tobacco and antisocial behavior. In dealing with these antisocial behaviors, gender differences are more marked than with 30-day or lifetime ATOD use, and males in all grades engage in nearly all behaviors more than females. For the total student population (grades 8, 10, and 12), male rates of most antisocial behaviors are 0.2% to 8.4% higher than for females. The only exception was that a higher percentage of females indicated having ridden with a driver who had been drinking in the past month (34.4% of females compared to 30.9% of males).

Since the 2006 survey, total rates of antisocial behaviors were relatively unchanged. However, rates of binge drinking decreased 1.0% to 2.3% in each grade since 2006, and reports of being drunk or high at school in the past year decreased 1.4% to 2.7% since 2006.

Figure 25

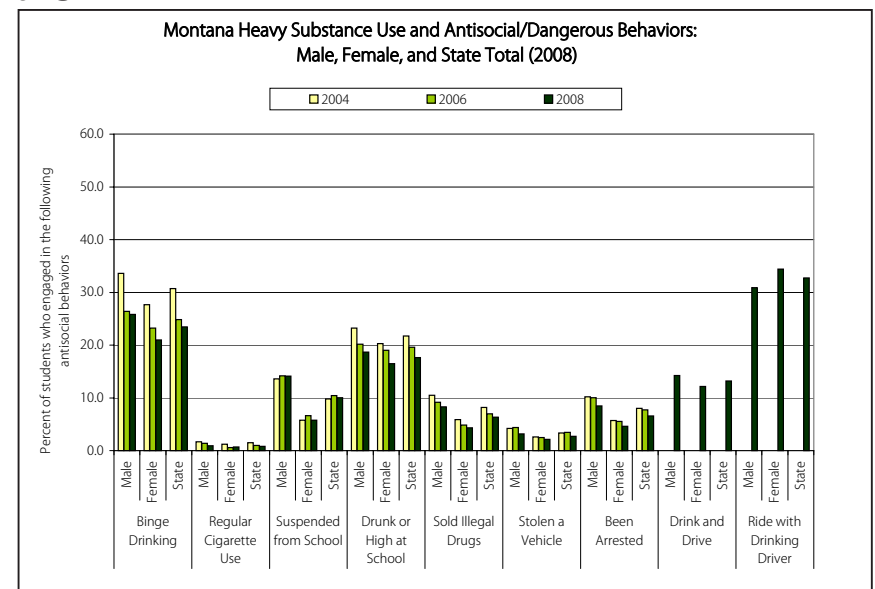


Table 24

Percentage of Males, Females, and the State Total Who Engaged in Heavy Substance Use and Antisocial Behavior																		
Drug Used / Antisocial Behavior	Grade 8									Grade 10								
	Male			Female			State			Male			Female			State		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Binge Drinking (Past Two Weeks)	16.8	12.4	11.1	15.4	13.9	10.8	16.2	13.3	11.0	34.1	28.3	27.7	30.3	25.4	23.4	32.3	26.9	25.7
Pack/Day Cigarettes	0.5	0.6	0.4	0.3	0.4	0.4	0.4	0.5	0.4	1.4	1.3	0.9	0.9	0.5	0.7	1.2	0.9	0.8
Suspended from School (Past Year)	16.3	16.7	17.3	6.7	7.9	7.0	11.4	12.2	12.4	12.9	14.1	13.5	6.5	7.1	6.2	9.8	10.7	9.9
Drunk or High at School (Past Year)	9.9	8.3	7.3	11.4	10.9	9.3	10.7	9.7	8.2	25.2	24.3	21.7	24.7	23.4	20.4	25.0	24.0	21.3
Sold Illegal Drugs (Past Year)	4.3	3.6	2.8	2.7	2.3	1.9	3.5	2.9	2.4	12.1	11.4	10.7	7.5	6.2	5.4	9.8	8.9	8.0
Stolen a Vehicle (Past Year)	4.8	4.4	3.0	3.7	3.2	2.7	4.3	3.8	2.9	5.1	5.0	3.5	2.9	2.4	2.5	4.0	3.7	3.0
Been Arrested (Past Year)	8.5	7.9	7.0	4.6	5.4	4.3	6.6	6.6	5.7	10.9	11.3	8.8	6.8	6.1	5.3	8.9	8.7	7.0
Drinking and Driving (Past Month)	N/A	N/A	3.9	N/A	N/A	3.7	N/A	N/A	3.7	N/A	N/A	13.9	N/A	N/A	12.4	N/A	N/A	13.2
Riding with a Driver Who Had Been Drinking (Past Month)	N/A	N/A	26.6	N/A	N/A	32.2	N/A	N/A	29.5	N/A	N/A	30.1	N/A	N/A	34.7	N/A	N/A	32.6
Drug Used / Antisocial Behavior	Grade 12									Total								
	Male			Female			State			Male			Female			State		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Binge Drinking (Past Two Weeks)	50.7	42.2	43.0	38.3	33.5	30.6	44.4	37.9	36.9	33.6	26.4	25.8	27.7	23.2	21.0	30.7	24.8	23.5
Pack/Day Cigarettes	3.4	2.3	1.7	2.5	1.0	1.1	2.9	1.7	1.4	1.7	1.4	0.9	1.2	0.6	0.7	1.5	1.0	0.8
Suspended from School	11.7	11.0	10.6	4.1	4.3	3.6	7.9	7.7	7.1	13.6	14.2	14.1	5.8	6.6	5.7	9.8	10.4	10.0
Drunk or High at School	34.9	30.5	29.8	24.9	24.8	20.7	29.8	27.7	25.3	23.2	20.2	18.7	20.3	19.0	16.5	21.7	19.6	17.6
Sold Illegal Drugs	15.3	13.6	12.6	7.6	6.6	5.9	11.4	10.2	9.3	10.5	9.2	8.3	5.9	4.8	4.3	8.2	7.0	6.3
Stolen a Vehicle	2.5	3.7	3.0	0.9	1.5	1.0	1.8	2.6	2.0	4.2	4.4	3.2	2.6	2.5	2.1	3.4	3.4	2.7
Been Arrested	11.2	11.4	10.1	5.7	5.0	4.1	8.4	8.2	7.2	10.2	10.1	8.5	5.7	5.5	4.6	8.0	7.7	6.6
Drinking and Driving (Past Month)	N/A	N/A	28.0	N/A	N/A	22.6	N/A	N/A	25.3	N/A	N/A	14.2	N/A	N/A	12.2	N/A	N/A	13.2
Riding with a Driver Who Had Been Drinking (Past Month)	N/A	N/A	37.2	N/A	N/A	36.8	N/A	N/A	37.1	N/A	N/A	30.9	N/A	N/A	34.4	N/A	N/A	32.8

Handguns

The issue of youth carrying handguns is becoming a serious concern in communities, schools, and families. The survey has several questions about youth involvement with handguns and attitudes towards them, and Table 25 lists the questions concerning possession of handguns by grade.

It is clear that responses to most of the questions show a low percentage of students carry handguns or take them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 1.0% of the students surveyed report having taken a handgun to school in the past 12 months. In regards to carrying a handgun in general, 9.2% of students report carrying a handgun in the past 12 months, and 10.3% report carrying a handgun in their lifetime. Further, many students believe that they wouldn't be caught by their parents (22.0%) or by the cops (53.0%) if they carried a handgun. On a more positive note, however, only 4.8% of students think that they would be seen as cool if they carried a handgun. Most students (63.8%) also perceived that it would be difficult to get a handgun if they wanted one.

When looking at the results by grade, 8th graders reported the highest rate of believing there was a very good or pretty good chance they would be seen as cool if they carried a handgun (5.1%). Tenth graders reported the highest rate

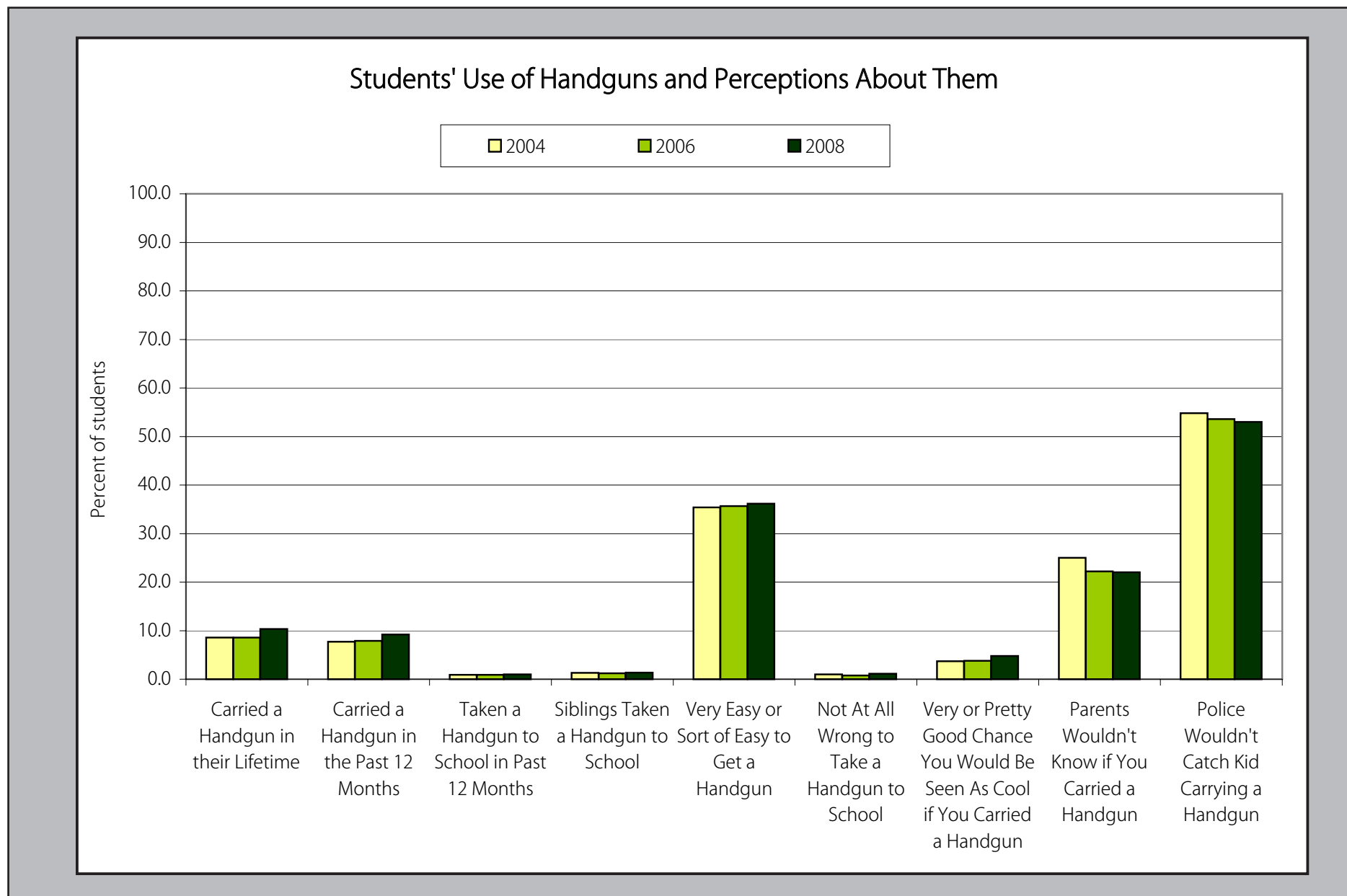
of carrying a handgun in their lifetime (11.0%), of carrying a handgun in the past year (9.7%), and of having a sibling that had taken a handgun to school (1.6%). Twelfth graders had the highest rates of reporting that they had taken a handgun to school in the past year (1.2%), believing that it was very easy or sort of easy to get a handgun (43.0%), believing they wouldn't be caught by their parents if they carried a handgun (32.4%), believing that it is not at all wrong to take a handgun to school (1.7%), and believing that the police wouldn't catch them if they carried a handgun (62.3%).

Table 25 and Figure 26 also compare results from the 2004, 2006, and 2008 surveys. Since the 2006 survey, rates of handgun carry in the past year increased 1.7% in the 8th grade (from 7.1% in 2006 to 8.8% in 2008) and 1.5% in the 10th grade (from 8.3% in 2006 to 9.7% in 2008). Also, rates of lifetime handgun carry increased 1.8% in the 8th grade (from 7.6% in 2006 to 9.4% in 2008) and 2.4% in the 12th grade (from 8.6% in 2006 to 11.0% in 2008). For all grades combined, students' perceptions they would be seen as cool if they carried a handgun to school increased 1.0% (from 3.8% in 2006 to 4.8% in 2008). However, most issues revolving around handguns are relatively unchanged in the past two years, with increases or decreases of less than 1% for the state total (grades, 8, 10, and 12 combined) responses to each question.

Table 25 Total Number and Percentage of Youth Who Responded to Questions About Handguns

	8th Grade			10th Grade			12th Grade			Total		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Carried a Handgun in their Lifetime	8.5	7.6	9.4	8.3	8.6	11.0	8.9	9.9	10.7	8.6	8.6	10.3
Carried a Handgun in the Past 12 Months	8.1	7.1	8.8	7.4	8.3	9.7	7.6	8.5	9.0	7.7	7.9	9.2
Taken a Handgun to School in Past 12 Months	0.8	0.6	0.7	1.1	1.3	1.1	0.9	0.9	1.2	0.9	0.9	1.0
Siblings Taken a Handgun to School	1.3	0.9	1.2	1.5	1.4	1.6	1.2	1.5	1.2	1.3	1.2	1.4
Very Easy or Sort of Easy to Get a Handgun	27.5	28.1	28.7	35.9	36.7	38.2	43.2	44.4	43.0	35.4	35.7	36.2
Not At All Wrong to Take a Handgun to School	0.8	0.5	0.8	1.0	0.9	1.0	1.2	1.0	1.7	1.0	0.8	1.1
Very or Pretty Good Chance You Would Be Seen As Cool if You Carried a Handgun	4.6	3.7	5.1	3.3	3.7	4.5	3.0	4.0	4.7	3.7	3.8	4.8
Parents Wouldn't Know if You Carried a Handgun	14.6	12.6	13.2	26.6	23.4	22.5	33.3	33.0	32.4	25.0	22.2	22.0
Police Wouldn't Catch Kid Carrying a Handgun	43.3	41.4	42.1	59.1	57.9	56.8	61.9	64.3	62.3	54.8	53.6	53.0

Figure 26



Violence

The issue of youth violence is also becoming a problem for communities, schools, and families. The Montana PNA Survey also asked several questions about youths' violent behaviors and attitudes towards violence.

A review of the responses in Table 26 reveals that 16.7% of Montana students reported that they have attacked someone with the idea of seriously hurting them at some point in their lifetime, and 13.0% of students reported that they have attacked someone in the past 12 months. Though these results show that violent students are the minority, there's no denying that there are many youth in Montana who believe that violence is an acceptable way to resolve problems and are willing to hurt or harass another person.

When looking at the results by grade, 8th graders had the highest rates of attacking someone to seriously hurt them in the past year (14.5%), of not feeling safe at their school (14.7%), and of reporting that they have ever belonged to a gang (8.2%). Tenth graders had the highest rates of attacking someone in their lifetime (18.1%), of believing it wasn't at all wrong to attack someone to seriously hurt them (3.1%), of believing it was alright to

beat someone up if they started the fight (51.8%), and of believing it was not wrong at all to pick a fight with someone. Students who engage in antisocial behaviors and use ATODs are more likely to drop out of school than students who don't. The peak of violent behavior in the 8th and 10th grades could possibly be attributed to violent youth dropping out of school before the 12th grade.

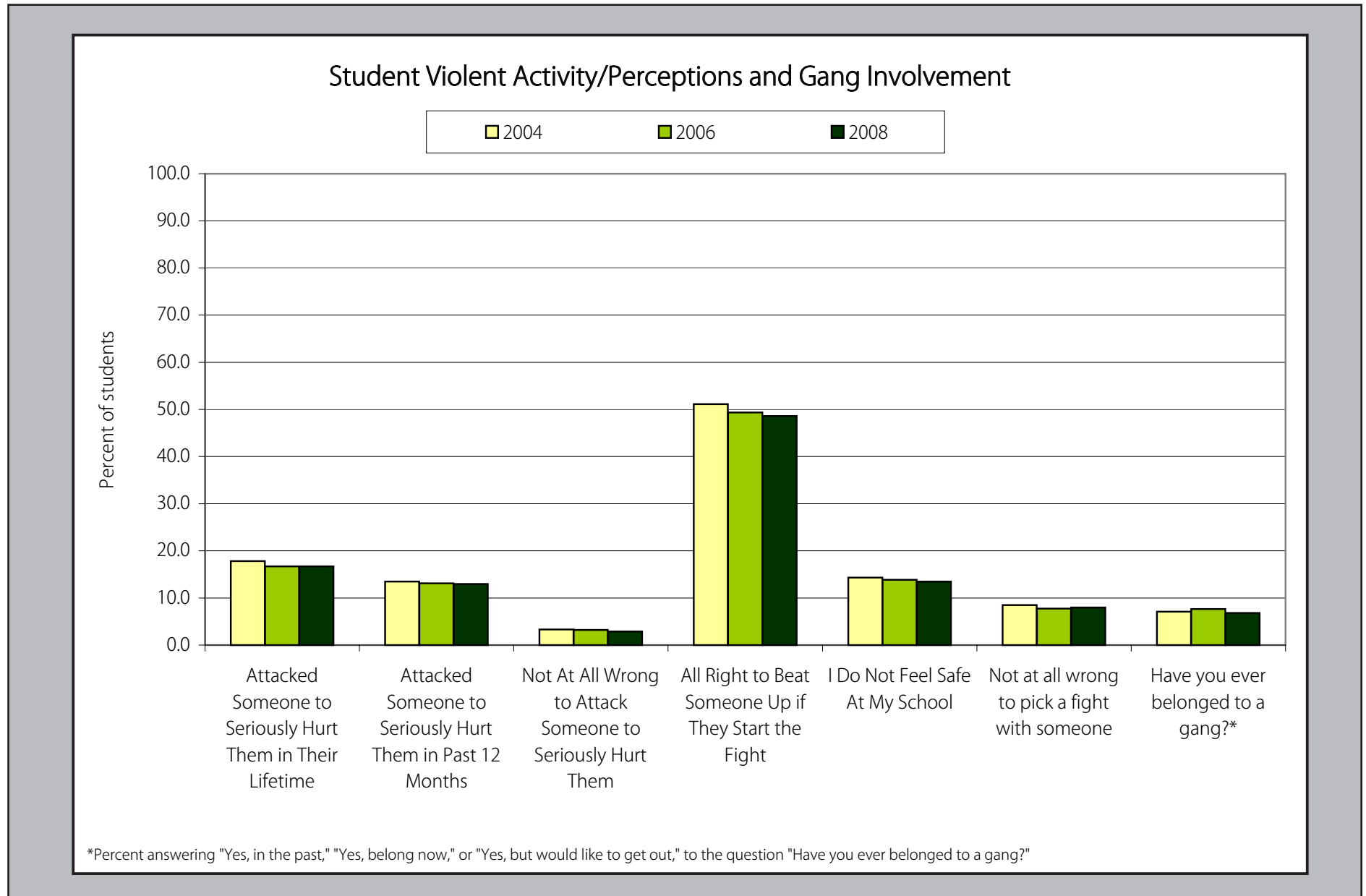
In comparing the 2008 results to the 2006 results, Table 26 shows that most rates were unchanged. The biggest decrease was for 8th grade reported rates of belonging to a gang, where the rate dropped from 10.0% in 2006 to 8.2% in 2008.

As many of these antisocial behaviors and positive attitudes towards violence begin and peak in the earlier grades, it appears that elementary and junior high school aged children should be the target group for antisocial behavior prevention programs.

Table 26

Total Number and Percentage of Youth Who Responded to Questions About Violence												
	8th Grade			10th Grade			12th Grade			Total		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Attacked Someone to Seriously Hurt Them in Their Lifetime	16.8	16.6	16.6	18.9	17.4	18.1	17.5	16.0	15.1	17.8	16.7	16.7
Attacked Someone to Seriously Hurt Them in Past 12 Months	14.8	14.8	14.5	14.4	13.5	13.8	11.2	10.4	10.0	13.5	13.1	13.0
Not At All Wrong to Attack Someone to Seriously Hurt Them	3.5	2.9	2.8	3.6	3.8	3.1	2.9	2.9	2.7	3.3	3.2	2.9
All Right to Beat Someone Up if They Start the Fight	46.8	44.5	44.3	54.0	51.6	51.8	52.4	53.1	50.4	51.1	49.3	48.6
I Do Not Feel Safe At My School	16.8	15.8	14.7	16.4	14.5	14.6	9.4	10.4	10.7	14.3	13.9	13.5
Not at all wrong to pick a fight with someone	9.5	8.2	7.9	8.8	8.2	9.1	7.1	6.4	6.8	8.5	7.7	8.0
Have you ever belonged to a gang? (Percent answering "Yes, in the past," "Yes, belong now," or "Yes, but would like to get out," to the question" Have you ever belonged to a gang?")	9.8	10.0	8.2	6.8	7.0	7.0	4.8	5.1	4.9	7.1	7.6	6.8

Figure 27



School Achievement and Substance Use

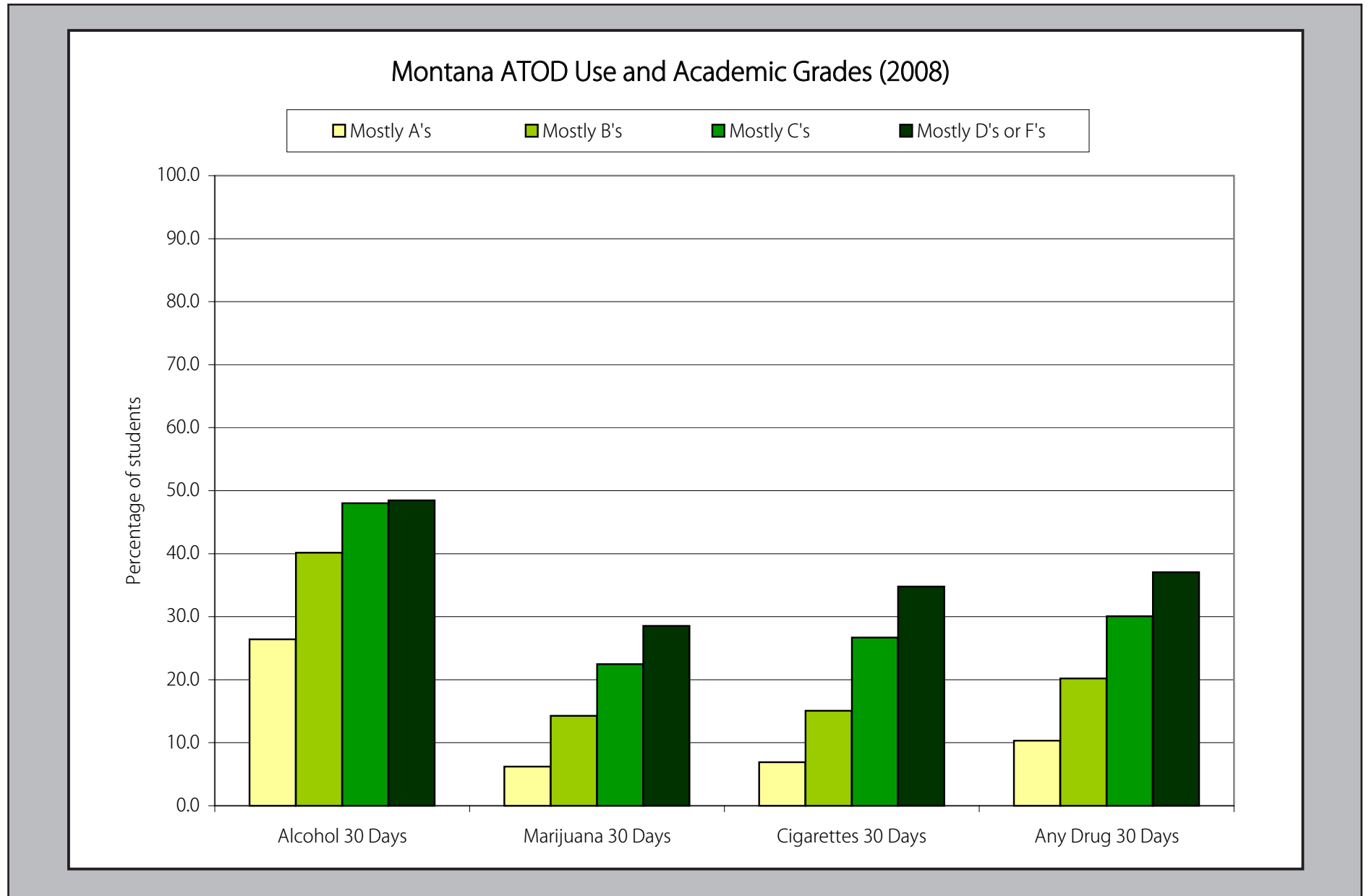
Table 27 and Figure 28 show a clear relationship between substance use and school grades. Of the students who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Compared to students making A's, failing ("D" or "F") students indicated use rates that were 24.4% higher for lifetime alcohol use, 22.1% higher for 30-day alcohol use, 42.3% higher for lifetime cigarette use, 35.6% higher for lifetime marijuana use, and 22.4% higher for 30-day marijuana use.

Obviously, the students getting A's are more invested in the education process and more bonded to school. The challenge of prevention programs is to develop methods of keeping all students interested in learning and feeling attached to school. A survey of 1,000 youth on probation in Utah found that even though the probationers received poor grades and were often suspended from school, they still believed that education was important. Thus, many youth with lower grades have not given up on school and the education process, but are not able to succeed in a traditional school setting.

Table 27

Percentage Using ATODs by Academic Grades (2008)				
Drugs Used	Academic Grades			
	Mostly A's	Mostly B's	Mostly C's	Mostly D's or F's
Alcohol Lifetime	53.3	70.8	75.7	77.7
Alcohol 30 Days	26.4	40.2	48.0	48.5
Marijuana Lifetime	15.8	29.9	43.3	51.4
Marijuana 30 Days	6.2	14.3	22.5	28.6
Cigarettes Lifetime	20.5	37.2	53.1	62.8
Cigarettes 30 Days	6.9	15.1	26.7	34.8
Any Drug Lifetime	24.4	40.4	53.6	62.3
Any Drug 30 Days	10.3	20.2	30.1	37.1

Figure 28



Parent's Education and Youth Substance Use

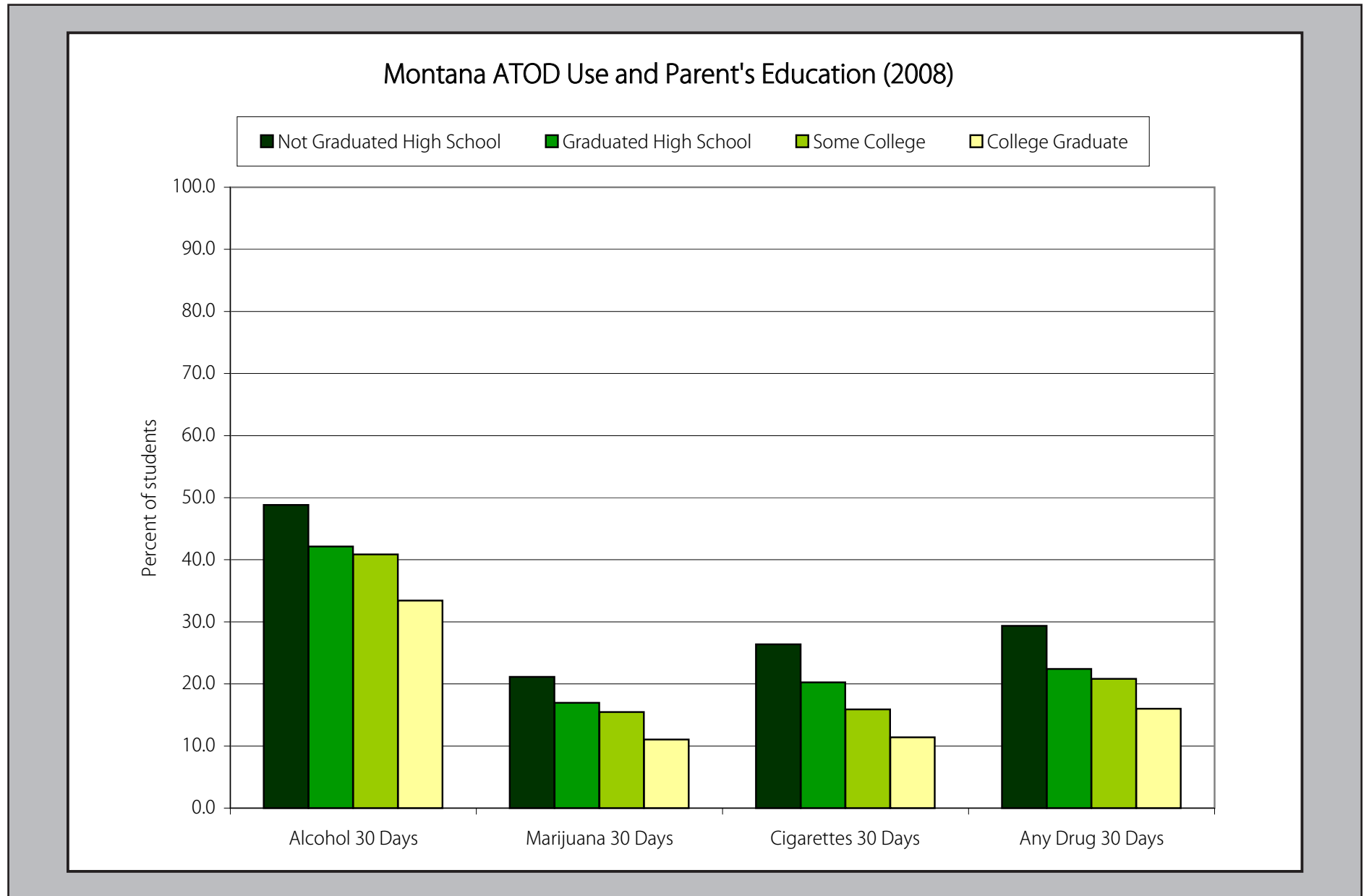
Research has shown that one of the best indicators of socioeconomic level is the parent's education. In Table 28 and Figure 29, substance use is presented by parent's education (the highest level of schooling completed by the student's mother or father).

Like academic performance, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. Comparing youth whose parents did not graduate from high school to those whose parents graduated from college or graduate school shows those whose parents did not graduate high school indicated lifetime use rates that were 15.9% higher for alcohol use, 19.9% higher for marijuana use, and 25.3% higher for cigarette use. As for past month use, students whose parents graduated from high school indicated use rates that were 15.4% higher for past-month alcohol use, 10.2% higher for past-month marijuana use, and 15.0% higher for past-month cigarette use than students whose parents completed college or graduate school. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Table 28

Percentage Using ATODs by Father/Mother's Education (2008)				
Drugs Used	Father/Mother's Education			
	Not Graduated High School	Graduated High School	Some College	College Graduate or Graduate School
Alcohol Lifetime	77.6	71.9	69.5	61.7
Alcohol 30 Days	48.8	42.1	40.8	33.4
Marijuana Lifetime	43.9	32.7	31.5	24.0
Marijuana 30 Days	21.2	17.0	15.5	11.0
Cigarettes Lifetime	53.4	44.2	39.1	28.1
Cigarettes 30 Days	26.4	20.3	15.9	11.4
Any Drug Lifetime	54.0	42.7	40.8	33.0
Any Drug 30 Days	29.4	22.4	20.8	16.0

Figure 29



Marijuana Use in Relation to Perceived Parental Acceptability

When parents have favorable attitudes toward drug use, they influence the attitudes and behavior of their children. For example, parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will use drugs in adolescence.

Table 29 and Figure 30 illustrate how even a small amount of perceived parental acceptability can lead to substance use. In the Montana PNA Survey, students were asked how wrong their parents felt it was to use different ATODs. The table to the right displays the percentage of students who have used marijuana in their lifetime and in the past 30 days in relation to their responses about what they perceive as their parents' acceptance of marijuana use.

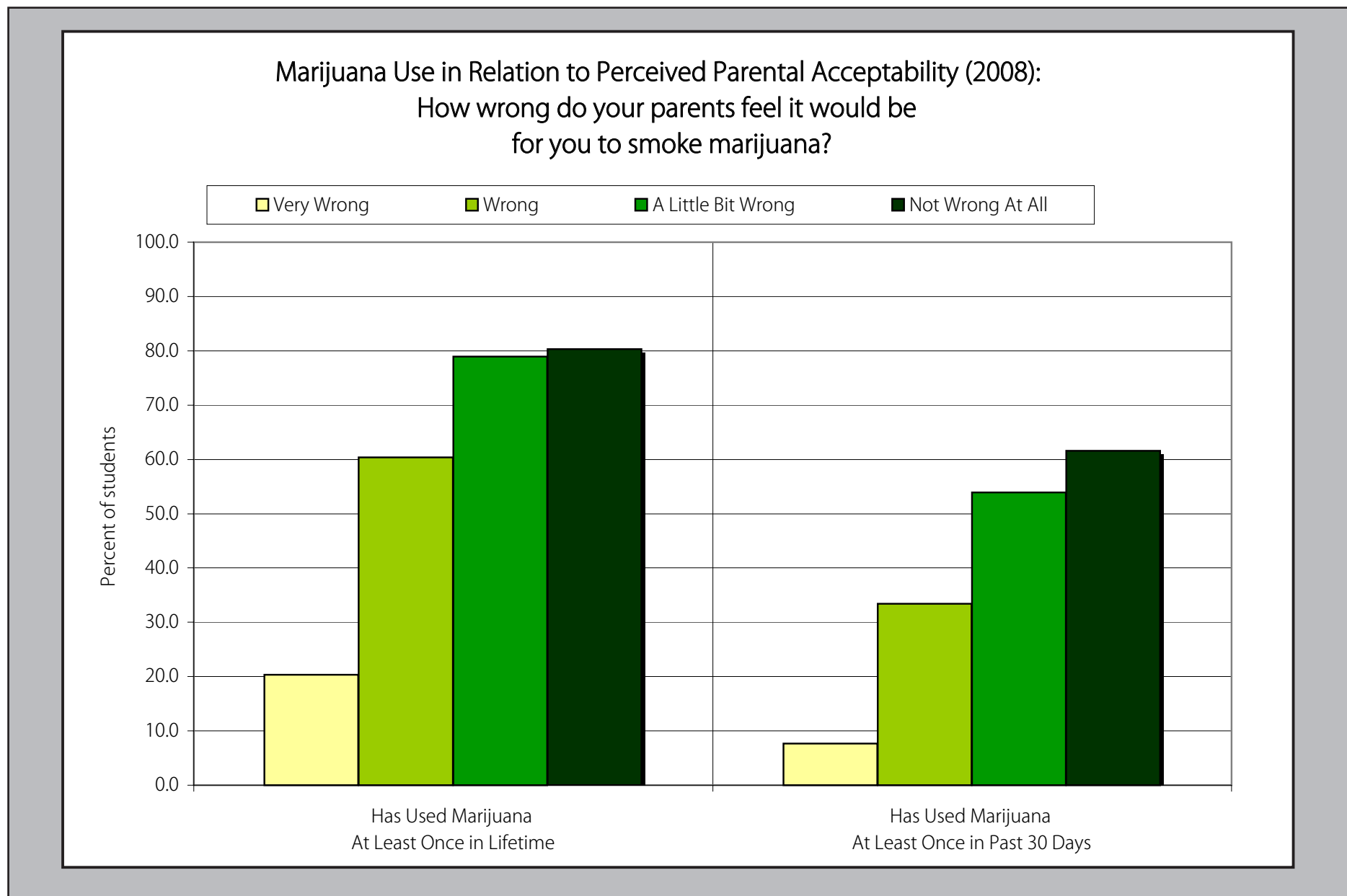
As can be seen, relatively few students (20.4% lifetime, 7.7% 30-day) whose parents think it is "Very Wrong" to use marijuana actually used the substance. In contrast, when a student believes that their parents agree with use somewhat (i.e., the parent only believes that it is "Wrong" not "Very Wrong") use increases to 60.3% for lifetime use and 33.4% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases.

These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

Table 29

Use in Relation to Perceived Parental Acceptability of Marijuana Use (2008)		
How wrong do your parents feel it would be for you to smoke marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
Very Wrong	20.4	7.7
Wrong	60.3	33.4
A Little Bit Wrong	78.9	53.9
Not Wrong At All	80.3	61.6

Figure 30



Marijuana Use in Relation to Perceived Peer Acceptability

During the elementary school years, children usually express anti-drug, anti-crime, prosocial attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places students at higher risk. The results provided in Table 30 and Figure 31 illustrate the relation between peer acceptability and individual drug use.

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. In this section, lifetime and 30-day marijuana use results are looked at in relation to what students thought were their chances of being seen as cool if they used marijuana.

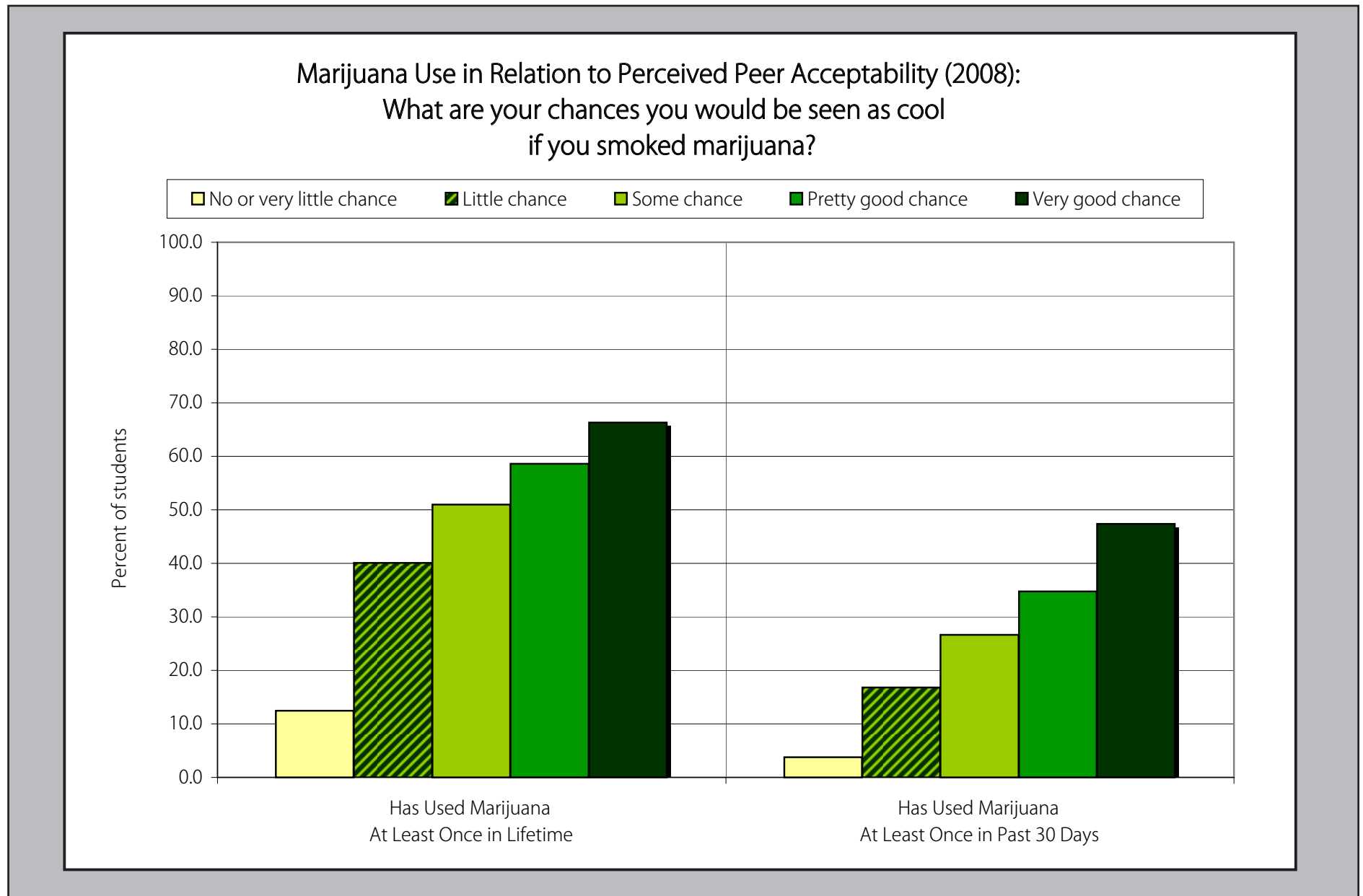
When students thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 12.5% had tried marijuana in their lifetime and only 3.8% had used it in the last month. However, when students thought that there was even a “Little chance” that they would be seen as cool, marijuana use rates were over three times higher for lifetime use (40.1%) and over four times higher for past-month use (16.8%). Students who thought that there was a “Very good chance” they would be seen as cool, were 12 times more likely to use marijuana in the past 30 days (47.3%) than students who perceived that there was no chance they would be seen as cool if they used marijuana (3.8%).

These results illustrate how peer acceptability puts youth at risk for ATOD use, and suggests that a good way to decrease use is to get students to reduce the perceived acceptability of drugs.

Table 30

Use in Relation to Perceived Peer Acceptability of Marijuana Use (20086)		
What are your chances you would be seen as cool if you smoked marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
No or very little chance	12.5	3.8
Little chance	40.1	16.8
Some chance	51.0	26.7
Pretty good chance	58.6	34.8
Very good chance	66.3	47.3

Figure 31



Depressive Symptoms and Substance Use

The substance use rate for youth who reported depressive symptoms is much greater than for those who have a much more positive outlook on life. The four depressive symptoms that were asked on the survey questionnaire were: 1) Sometimes I think that life is not worth it, 2) At times I think I am no good at all, 3) All in all, I am inclined to think that I am a failure, and 4) In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes? The questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the depressed group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked “YES!” to all four items or marked “yes” to one item and “YES!” to three. The second group was the non-depressed group who marked “NO!” to all four of the items, and the third group was a middle group who comprised the remaining respondents. In Montana, there were 664 students in the depressed group, 12,779 in the middle group, and 3,138 in the not depressed group. The results of the substance use among the three groups are shown in Table 31.

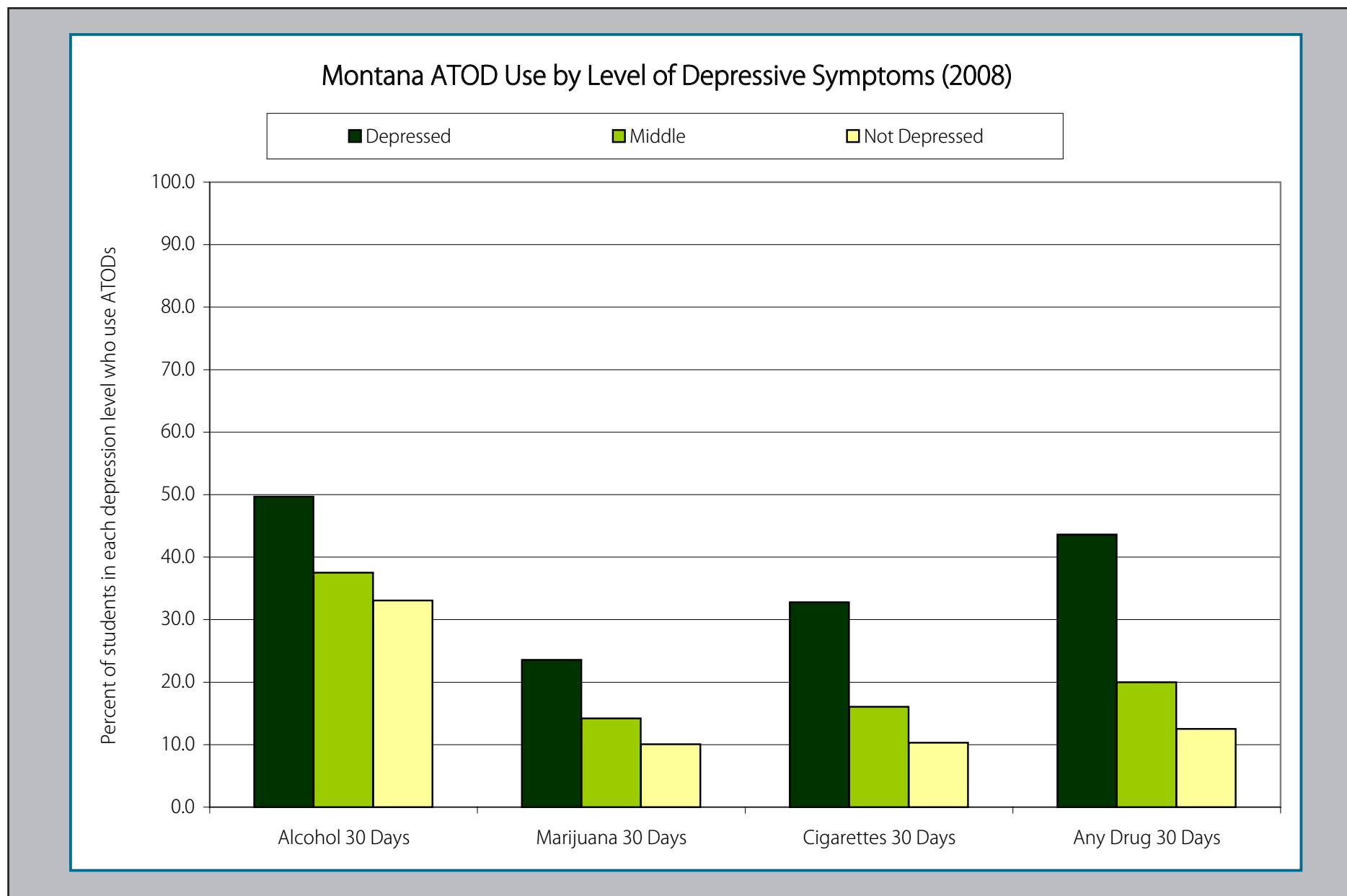
The results in Table 31 and Figure 32 show a strong link between students who report depressive symptoms and ATOD use. The depressed youth had 30-day alcohol use rates that were 13.5% higher, 30-day marijuana use rates that were 14.3% higher, and 30-day cigarette use rates that were 22.5% higher than the non-depressed group.

The ATOD use rates of the middle depressive symptoms group, that was comprised of most survey respondents, were higher than the rates of the non-depressed group, but were closer to the rates of the non-depressed group than they were to the depressed group. For all of the substance categories listed in Table 31, the usage rates for the middle depressive symptoms group were 4.1% to 11.8% higher than the non-depressed rate, and were 9.4% to 27.3% lower than the depressed group. Thus, individuals with a positive outlook on life, even if they indicate some depressive symptoms, tend to use fewer substances than peers with serious levels of depressive symptoms.

Table 31

Percentage Using ATODs and Level of Depressive Symptoms (2008)			
	Level of Depressive Symptoms		
	Not Depressed	Middle	Depressed
Number of Youth in each Depressive Symptoms Level	3,138	12,779	664
Alcohol Lifetime	58.0	66.8	81.1
Alcohol 30 Days	33.1	37.5	49.7
Marijuana Lifetime	23.5	29.2	44.2
Marijuana 30 Days	10.1	14.2	23.5
Cigarettes Lifetime	26.0	37.0	57.7
Cigarettes 30 Days	10.3	16.0	32.8
Any Drug Lifetime	27.8	39.6	66.9
Any Drug 30 Days	12.5	20.0	43.6

Figure 32



Probationers: Substance Use and Antisocial Behavior

Youth who have already become involved with the corrections system are at-risk for many youth problem behaviors. In order to determine the ATOD use rates and the risk and protective factors of probationers, a question was included in the survey that asked, “Are you currently on probation, or assigned a probation officer with Juvenile Court? No, Yes.” There were 572 youth who were sampled by the survey and responded “Yes” they were on probation. Table 32 displays probationer ATOD use in their lifetime compared to use in the general survey population. Table 33 displays a comparison of use in the past 30 days for probationers and the general population. Table 34 compares the antisocial behavior rates of the general population and probationers.

In Tables 32 and 33, comparisons between the probationer group and the general population show that the youth on probation have a broad range of experience with ATOD use and currently use ATODs (lifetime and 30-day) at much higher rates than a general population of youth in Montana.

The greatest differences can be seen when looking at the 8th grade. For 30-day usage, in comparison to the general student population, probationers in the 8th grade have use rates that are two times higher for alcohol use; three times higher for sedative or any drug use; four times higher for cigarette and smokeless tobacco use; five times higher for marijuana use; six times higher for cocaine or stimulant use; eight times higher for hallucinogen use; ten times higher for methamphetamine use; and eleven times higher for ecstasy and heroin use.

While probationers in the 10th and 12th grades are also more likely to use ATODs, there is less of a difference between the probationers and the general population in those grades. For example, while 30-day marijuana use for 8th

grade probationers was 5.1 times higher than for the 8th grade general student population (27.6% for probationers compared to 5.4% for the general student group), 10th grade probationers indicated use rates that were 2.6 times higher (42.6% for probationers compared to 16.4% for the general student group), and 12th grade probationers indicated use rates that were 2.1 times higher than the general population (44.5% for probationers compared to 21.4% for the general student group).

A comparison between the general population and probationers on heavy substance use and antisocial behaviors are shown in Table 34 and Figure 35. As expected, results show that probationers have a much higher rate of substance use and antisocial behavior than other youth. They abuse ATODs more and engage in violent behaviors much more than other youth. In regards to school suspensions, 43.1% of probationer students indicated they had been suspended at least once in the past year, while only 10.0% of the general student population indicated that they had been suspended. In regards to reports of carrying a handgun to school, 6.5% of probationers indicated they had taken a handgun to school in the past year, while only 1.0% of the general student population indicated carrying a handgun to school. Further, 29.1% of probationers reported that they had sold illegal drugs at least once in the past year, while the rate for the general student population was 6.3%.

All of these findings suggest that early prevention efforts are needed for these probation students. It is evident that students on probation begin using ATODs and participating in antisocial behaviors at a much younger age than the general population, and this participation and ATOD use continues and grows with age. Early intervention is the key to helping these students.

Table 32

Percentage of Probationers (Prob) Compared to the General Population (Gen) Who Used ATOD Substances in Their Lifetime (2008)								
Drug Used	Grade 8		Grade 10		Grade 12		Total	
	Prob	Gen	Prob	Gen	Prob	Gen	Prob	Gen
Alcohol	79.3	48.9	92.8	71.1	95.9	80.8	88.6	65.7
Cigarettes	62.0	22.7	72.6	37.7	80.2	50.1	70.4	35.8
Smokeless Tobacco	29.9	10.4	45.8	23.5	65.8	30.9	44.3	20.8
Marijuana	47.8	12.6	74.3	32.1	78.5	45.2	65.6	28.7
Inhalants	29.2	14.8	31.2	14.4	27.3	11.9	29.6	13.8
Hallucinogens	8.9	1.0	14.8	3.8	21.5	6.2	14.1	3.5
Cocaine	7.4	1.0	14.8	3.7	25.6	7.3	14.5	3.7
Methamphetamines	3.0	0.4	11.1	1.7	13.3	2.5	8.6	1.4
Stimulants	14.9	2.3	20.2	6.7	19.0	7.6	18.0	5.3
Sedatives	22.3	9.1	27.1	13.2	27.5	13.9	25.4	11.9
Ecstasy	12.3	1.0	16.0	3.6	19.8	5.1	15.5	3.1
Heroin	6.4	0.7	9.3	2.0	13.2	2.9	9.1	1.8
Any Drug	59.9	26.8	79.3	41.0	80.2	50.4	72.5	38.5

Table 33

Percentage of Probationers (Prob) Compared to the General Population (Gen) Who Used ATOD Substances in the Past 30 Days (2008)								
Drug Used	Grade 8		Grade 10		Grade 12		Total	
	Prob	Gen	Prob	Gen	Prob	Gen	Prob	Gen
Alcohol	51.5	21.0	70.8	41.2	83.5	53.1	66.5	37.2
Cigarettes	33.0	7.8	47.5	17.0	53.7	23.9	43.6	15.6
Smokeless Tobacco	15.0	3.6	28.4	10.7	35.3	15.0	25.0	9.3
Marijuana	27.6	5.4	42.6	16.4	44.5	21.4	37.6	13.8
Inhalants	9.4	5.2	11.4	3.2	5.0	1.5	9.3	3.4
Hallucinogens	3.5	0.4	3.4	1.2	8.3	1.9	4.5	1.1
Cocaine	3.0	0.5	3.4	1.1	6.7	2.0	3.9	1.1
Methamphetamines	1.0	0.1	3.4	0.5	0.8	0.4	2.0	0.3
Stimulants	8.0	1.1	6.3	2.5	5.9	2.0	6.8	1.8
Sedatives	12.4	4.1	14.8	5.7	11.7	5.1	13.3	4.9
Ecstasy	4.5	0.4	4.7	1.3	3.3	1.0	4.3	0.9
Heroin	3.5	0.3	3.0	0.7	3.3	0.9	3.2	0.6
Any Drug	41.1	13.1	54.1	21.7	51.3	25.1	48.8	19.6

Table 34

Percentage of Probationers (Prob) Compared to the General Population (Gen) Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year (2008)								
Drug Used	Grade 8		Grade 10		Grade 12		Total	
	Prob	Gen	Prob	Gen	Prob	Gen	Prob	Gen
Binge Drinking	34.5	11.0	56.6	25.7	72.3	36.9	52.0	23.5
Pack/Day Cigarettes	3.0	0.4	3.4	0.8	1.7	1.4	2.9	0.8
Suspended from School	57.1	12.4	40.7	9.9	24.2	7.1	43.1	10.0
Drunk or High at School	39.7	8.2	59.1	21.3	65.6	25.3	53.5	17.6
Sold Illegal Drugs	21.0	2.4	33.9	8.0	32.8	9.3	29.1	6.3
Stolen a Vehicle	19.1	2.9	16.9	3.0	11.5	2.0	16.5	2.7
Been Arrested	52.7	5.7	45.9	7.0	49.6	7.2	49.1	6.6
Attacked to Harm	44.6	14.5	39.3	13.8	23.8	10.0	37.9	13.0
Carried a Handgun	24.5	8.8	22.8	9.7	22.1	9.0	23.3	9.2
Handgun to School	7.4	0.7	6.2	1.1	5.8	1.2	6.5	1.0

Figure 33

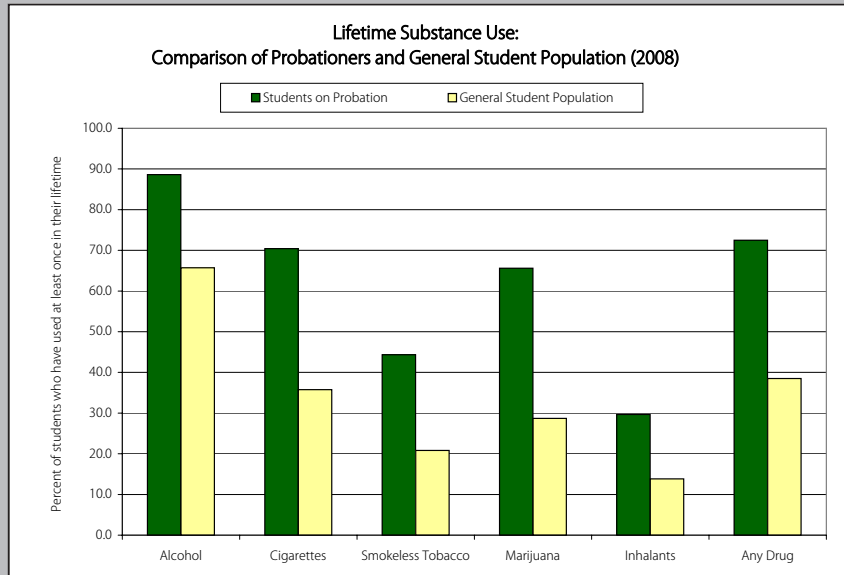


Figure 34

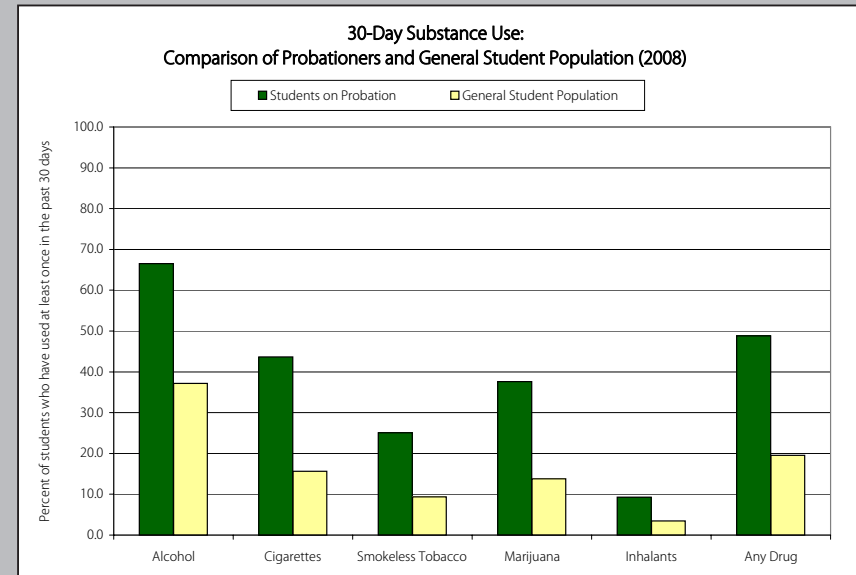
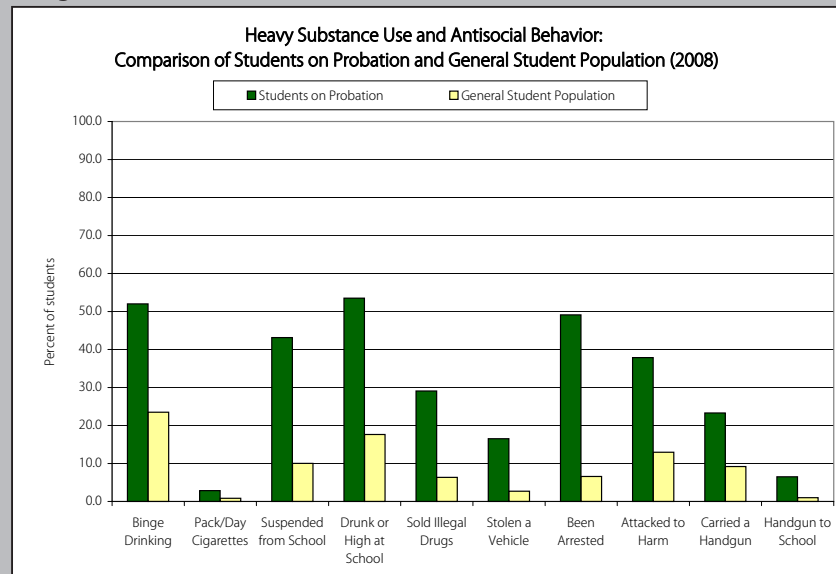


Figure 35



Montana Native American Students and Substance Use

Native Americans represent approximately 10.3% of the students in grades 8, 10, and 12 in the State of Montana and comprised 9.6% of the youth who completed the 2008 PNA Survey. A review of Table 3 shows that their representation decreases from grade 8 to grade 12. There were 764 8th grade Native American participants (11.0% of Montana PNA 8th grade participants), 591 10th grade Native American participants (9.3% on Montana PNA 10th grade participants), and 414 12th grade Native American participants (8.0% of Montana PNA 12th grade participants).

Lifetime Use

The percentage of Native Americans who used ATODs in their lifetime for 2004, 2006, and 2008 is presented in Table 35. A comparison of the Native American student population and the general student population (Table 37 and Figure 36) shows that the percentage of Native Americans who have used ATODs in their lifetime is higher than, or similar to, the general population of Montana youth for all grades and all substances. While Native Americans and the general population are similar in lifetime alcohol use (Native American at 72.5% compared to general population at 65.7%), cigarette use is 22.7% higher for Native American youth (grades 8, 10, and 12) compared to the general population, marijuana use is 19.6% higher for Native American youth, and inhalant use is 10.2% higher for Native American use. The differences in lifetime use grow smaller as students age. These results indicate that as a group, Native Americans have much more exposure to ATODs than other Montana youth and start experimenting with substances at an earlier age.

Compared to the 2006 survey, the results of the 2008 survey showed some reductions in lifetime Native American substance use. Eighth grade Native

American lifetime use decreased significantly for cigarettes, marijuana, and methamphetamine use; 10th grade Native American use decreased significantly for cigarettes, smokeless tobacco, marijuana, and methamphetamines use; and 12th grade Native American use decreased in for smokeless tobacco, marijuana, and methamphetamine use.

Past Month Use

Past-month use of ATODs by Native Americans is shown in Table 36 and comparisons to the general population can be made by reviewing the results shown in Table 38 and Figure 37. As with lifetime use, Native Americans have 30-day ATOD use rates that are greater than the general population or nearly equal to the general population for a majority of substance and grades. Some of the biggest differences between the total general population (grades 8, 10, and 12) and total Native American students (grades 8, 10, and 12) are for 30-day cigarette use (29.0% for Native American students, 15.6% for the general population), marijuana use (25.8% for Native Americans, 13.8% for the general population), and any drug (33.5% for Native Americans, and 19.6% for the general population).

A comparison of the 2008 survey results for 8th, 10th, and 12th grade Native American survey participants with the results from the 2006 survey shows a significant decrease in past month Native American cigarette use in all three grades and for the total; a significant decrease in smokeless tobacco use for the 12th grade and for the total; and a significant decreased in past month marijuana use for the 8th grade, 10th grade, and total. In contrast, past month inhalant use increased significantly in the 8th grade from 6.1% in 2006 to 9.4% in 2008.

Table 35 Percentage of Native Americans Who Used ATODs During Their Lifetime

Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Alcohol	62.9	65.0	61.2	82.1	79.0	77.9	83.7	84.3	85.2	74.9	74.3	72.5
Cigarettes	62.7	61.7	48.1	72.2	72.1	63.1	72.0	76.6	70.4	68.5	68.9	58.4
Smokeless Tobacco	20.2	28.6	24.6	37.8	42.0	34.4	37.6	45.9	35.8	30.9	37.3	30.6
Marijuana	45.1	41.9	35.9	69.9	64.3	54.2	68.5	71.3	62.6	60.0	56.6	48.3
Inhalants	23.1	26.2	24.3	21.0	27.0	26.0	19.5	19.5	20.9	21.5	24.9	24.1
Hallucinogens	3.9	3.6	2.2	8.0	6.0	6.8	9.8	7.5	7.1	6.8	5.3	4.9
Cocaine	2.9	3.1	2.4	7.0	6.8	7.2	11.6	12.7	12.6	6.5	6.7	6.4
Methamphetamines	N/A	4.6	0.8	N/A	9.5	4.0	N/A	12.5	5.5	N/A	8.2	3.0
Stimulants	5.8	6.3	4.3	10.4	13.9	11.0	14.7	12.0	11.3	9.6	10.3	8.3
Sedatives	14.0	13.1	13.4	19.4	21.7	21.2	20.2	22.1	20.9	17.5	18.2	17.8
Ecstasy	5.3	5.2	2.4	6.7	5.0	6.3	5.7	6.0	7.6	5.9	5.3	4.9
Heroin	2.5	1.9	1.8	3.3	4.0	3.3	5.3	3.1	3.3	3.5	2.9	2.7
Any Drug	55.6	58.2	48.3	77.1	72.8	64.0	74.2	76.8	68.3	68.2	67.8	58.3

Table 36 Percentage of Native Americans Who Used ATODs During the Past 30 Days

Drug Used	Grade 8			Grade 10			Grade 12			Total		
	2004	2006	2008	2004	2006	2008	2004	2006	2008	2004	2006	2008
Alcohol	29.5	33.1	33.5	53.9	49.2	49.0	58.1	58.0	57.8	45.3	44.6	44.4
Cigarettes	30.5	29.7	21.5	39.2	43.2	32.0	43.8	48.5	38.0	36.8	38.7	29.0
Smokeless Tobacco	8.2	14.4	11.0	18.8	20.2	16.4	17.1	24.5	16.8	14.3	18.8	14.2
Marijuana	23.7	21.8	17.6	36.7	39.2	29.6	39.3	35.6	35.2	32.3	31.1	25.8
Inhalants	9.1	6.1	9.4	4.3	6.3	5.9	0.3	2.1	4.0	5.3	5.3	6.9
Hallucinogens	1.9	1.0	1.0	1.6	2.7	2.6	3.9	3.0	1.0	2.2	2.1	1.5
Cocaine	1.8	1.2	1.3	1.7	1.7	2.1	2.4	2.4	3.8	1.9	1.6	2.1
Methamphetamines	N/A	0.2	0.1	N/A	1.9	0.7	N/A	2.7	1.0	N/A	1.4	0.5
Stimulants	1.9	2.7	2.5	2.9	4.9	3.7	6.3	3.6	2.0	3.3	3.7	2.8
Sedatives	5.4	6.2	6.7	10.0	9.0	8.9	9.5	7.9	9.1	8.1	7.6	8.0
Ecstasy	1.3	1.5	1.0	2.1	0.6	1.9	1.0	1.2	1.5	1.5	1.1	1.4
Heroin	1.0	0.2	6.0	0.6	1.1	5.0	1.1	0.6	4.0	0.9	0.6	15.0
Any Drug	34.7	33.1	26.9	43.5	46.9	36.6	44.2	43.5	40.8	40.4	40.6	33.5

Table 37 Percentage of Native Americans (NA) and General Student Population (Gen) Who Have Used ATODs in Their Lifetime (2008)

Drug Used	Grade 8		Grade 10		Grade 12		Total	
	NA	Gen	NA	Gen	NA	Gen	NA	Gen
Alcohol	61.2	48.9	77.9	71.1	85.2	80.8	72.5	65.7
Cigarettes	48.1	22.7	63.1	37.7	70.4	50.1	58.4	35.8
Smokeless Tobacco	24.6	10.4	34.4	23.5	35.8	30.9	30.6	20.8
Marijuana	35.9	12.6	54.2	32.1	62.6	45.2	48.3	28.7
Inhalants	24.3	14.8	26.0	14.4	20.9	11.9	24.1	13.8
Hallucinogens	2.2	1.0	6.8	3.8	7.1	6.2	4.9	3.5
Cocaine	2.4	1.0	7.2	3.7	12.6	7.3	6.4	3.7
Methamphetamines	0.8	0.4	4.0	1.7	5.5	2.5	3.0	1.4
Stimulants	4.3	2.3	11.0	6.7	11.3	7.6	8.3	5.3
Sedatives	13.4	9.1	21.2	13.2	20.9	13.9	17.8	11.9
Ecstasy	2.4	1.0	6.3	3.6	7.6	5.1	4.9	3.1
Heroin	1.8	0.7	3.3	2.0	3.3	2.9	2.7	1.8
Any Drug	48.3	26.8	64.0	41.0	68.3	50.4	58.3	38.5

Table 38 Percentage of Native Americans (NA) and General Student Population (Gen) Who Have Used ATODs During The Past Month (2008)

Drug Used	Grade 8		Grade 10		Grade 12		Total	
	NA	Gen	NA	Gen	NA	Gen	NA	Gen
Alcohol	33.5	21.0	49.0	41.2	57.8	53.1	44.4	37.2
Cigarettes	21.5	7.8	32.0	17.0	38.0	23.9	29.0	15.6
Smokeless Tobacco	11.0	3.6	16.4	10.7	16.8	15.0	14.2	9.3
Marijuana	17.6	5.4	29.6	16.4	35.2	21.4	25.8	13.8
Inhalants	9.4	5.2	5.9	3.2	4.0	1.5	6.9	3.4
Hallucinogens	1.0	0.4	2.6	1.2	1.0	1.9	1.5	1.1
Cocaine	1.3	0.5	2.1	1.1	3.8	2.0	2.1	1.1
Methamphetamines	0.1	0.1	0.7	0.5	1.0	0.4	0.5	0.3
Stimulants	2.5	1.1	3.7	2.5	2.0	2.0	2.8	1.8
Sedatives	6.7	4.1	8.9	5.7	9.1	5.1	8.0	4.9
Ecstasy	1.0	0.4	1.9	1.3	1.5	1.0	1.4	0.9
Heroin	6.0	0.3	5.0	0.7	4.0	0.9	15.0	0.6
Any Drug	26.9	13.1	36.6	21.7	40.8	25.1	33.5	19.6

Figure 36

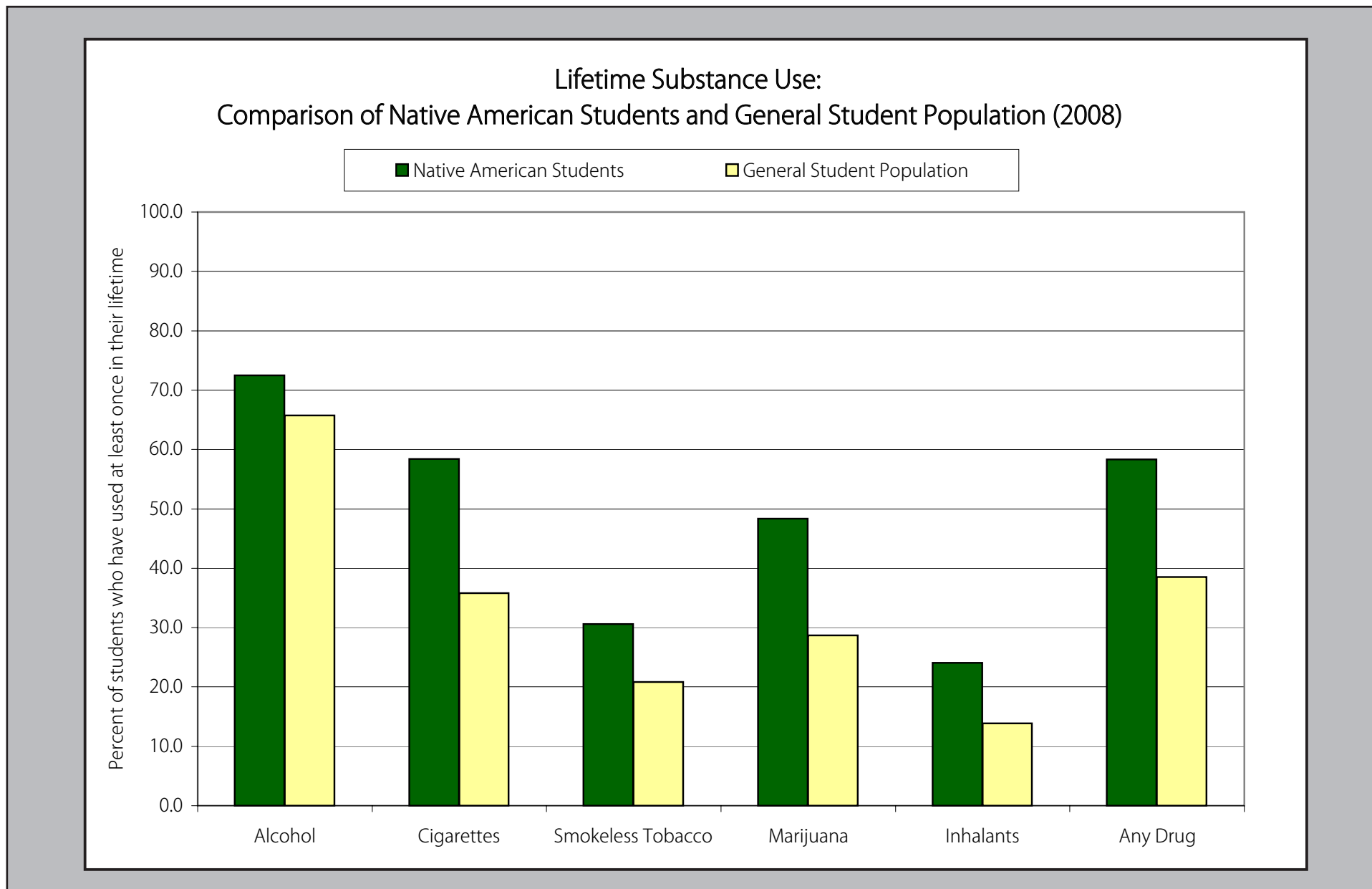
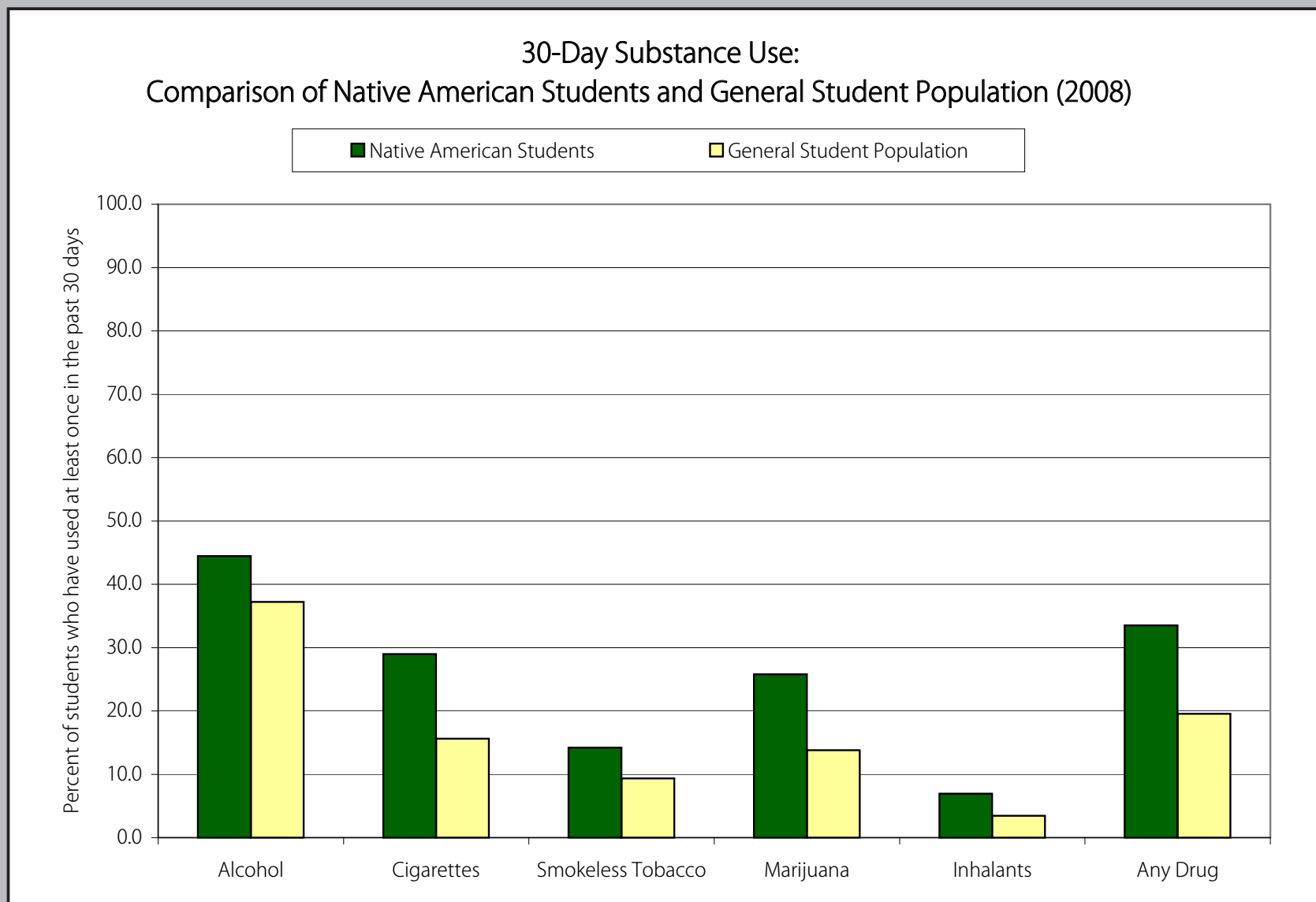


Figure 37



Family Dinner

In the 2008 Montana Prevention Needs Assessment Survey, a question was added asking students to report the average number of times a week they ate dinner with their family. The question was worded as follows: “During a typical week, how many times do all or most of your family that live in your home eat dinner together?” Response options were 0, 1, 2, 3, 4, 5, 6, or 7.

The Montana PNA found that a majority of youth in the State eat most meals with their family each week (see Table 39), with 63.0% of youth indicating they ate four or more meals each week with their family, 20.3% of youth indicating they ate two to three meals each week with their family, and 16.7% indicating they ate zero to one meals each week with their family.

Eating dinner with your family represents a bonding opportunity between parents and youth — a time to communicate, spend time with each other, and/or a time for parents to monitor the activities of their children. Table 40 shows students responses to how many times a week they ate dinner with their family in relation to alcohol and any drug lifetime and past month substance use. The results indicate that higher numbers of family dinners each week is linked to lower substance use rates. For example, of students who indicated that they ate no meals with their family in a typical week, 44.0% of them had used alcohol in the past month; whereas only 25.5% of youth who indicated they had eaten dinner with their family seven nights a week indicated using alcohol in the past month. Similar trends are seen for lifetime and past month use of all substances, with use rates gradually decreasing with more family dinners a week.

As indicated previously in this report when looking at student bonding rates in relationship to substance use, bonding with adults is linked to lower substance use. The findings in this section mirror that concept. Were the survey to include additional bonding activity questions, similar findings could be expected.

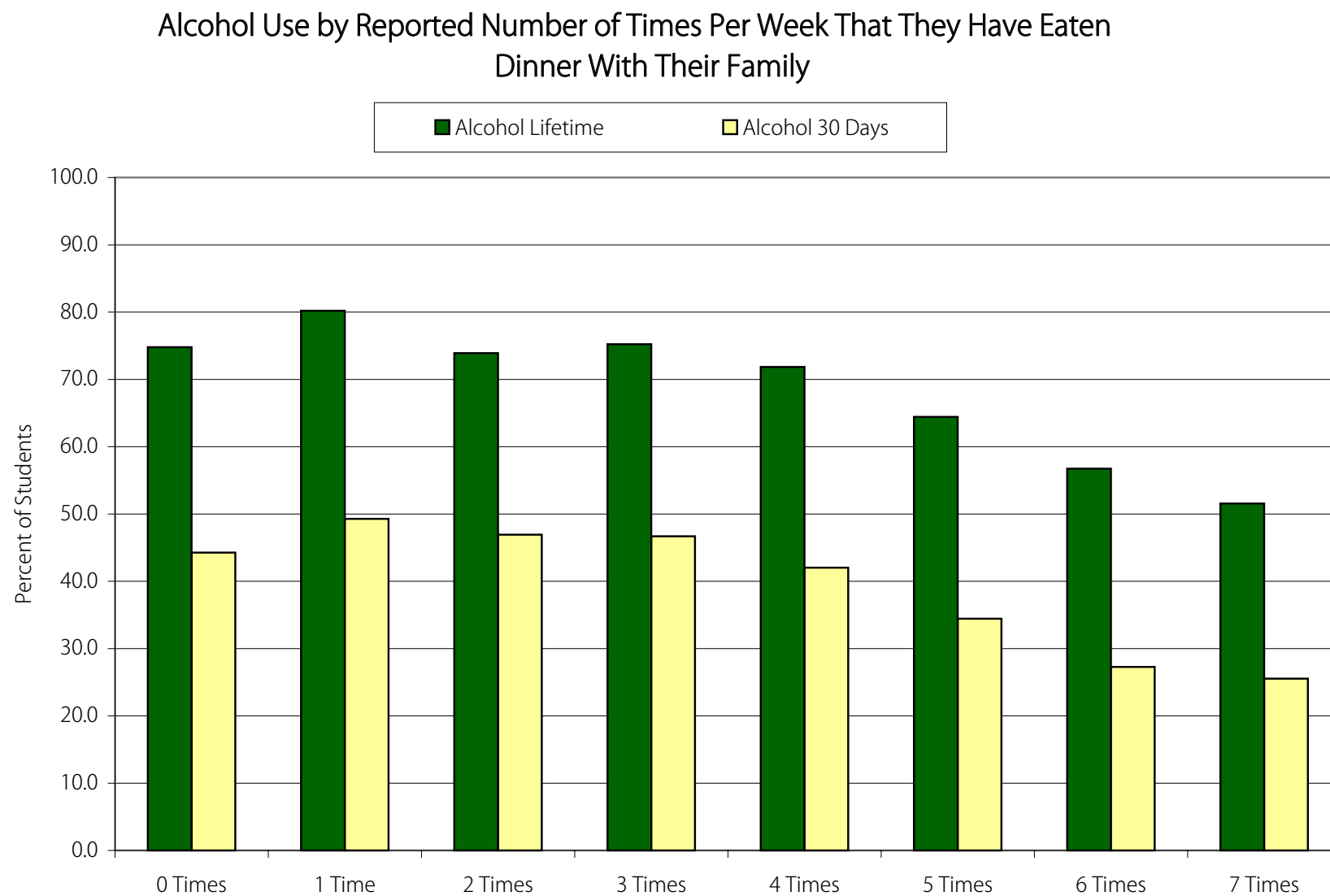
Table 39

Percentage Reporting the Average Number of Times They Eat Dinner With Their Family in a Typical Week				
	8th Grade	10th Grade	12th Grade	Total
0 Times	7.7	9.5	10.7	9.2
1 Time	6.1	7.8	8.7	7.5
2 Times	6.7	9.0	12.4	9.2
3 Times	8.4	11.0	14.4	11.1
4 Times	10.6	13.2	14.8	12.7
5 Times	17.1	17.0	15.9	16.7
6 Times	14.6	12.6	9.3	12.3
7 Times	28.9	19.8	13.8	21.3

Table 40

Percentage Reporting the Average Number of Times They Eat Dinner With Their Family by Substance Use Rates								
	0 Times	1 Time	2 Times	3 Times	4 Times	5 Times	6 Times	7 Times
Alcohol Lifetime	74.8	80.2	73.9	75.2	71.8	64.4	56.7	51.5
Alcohol 30 Days	44.3	49.3	46.9	46.7	42.0	34.4	27.3	25.5
Any Drug Lifetime	54.5	52.1	47.3	46.7	40.0	34.9	26.8	25.8
Any Drug 30 Days	30.2	28.0	25.4	24.4	19.2	17.0	12.3	12.4

Figure 38



Parent/Child Communication About the Dangers of Substance Use

In the 2008 Montana PNA Survey, a question was added asking students to indicate whether or not their parents had talked to them about the dangers of substance use. The question was worded as follows: “During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use? By parents, we mean your biological parents, adoptive parents, stepparents, or adult guardians -- whether or not they live with you. (Choose all that apply).”

The results of the question presented in Table 41 and Figure 39 indicate that 37.5% of 8th, 10th, and 12th graders surveyed have not had a discussion with their parents about the dangers of any substance.

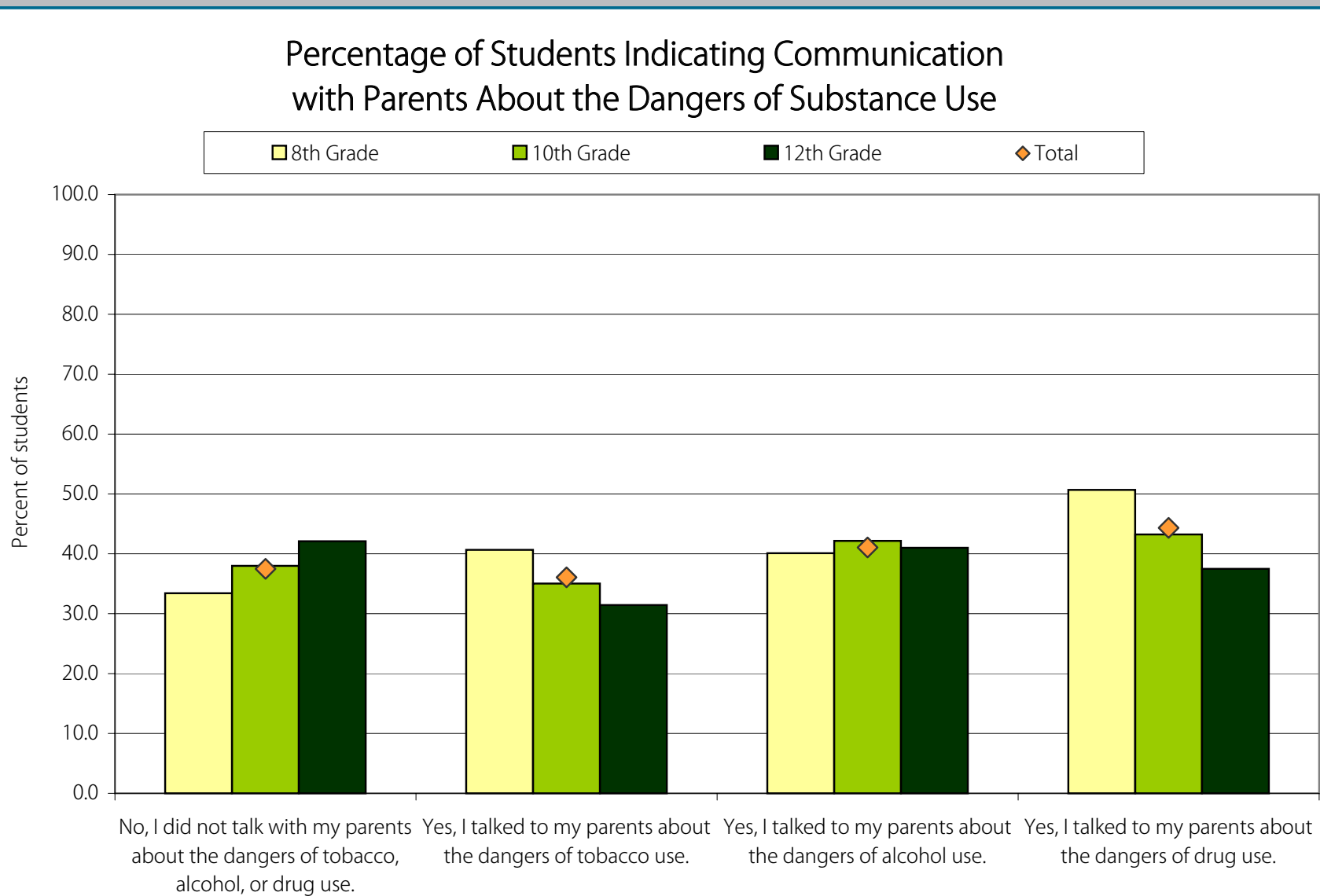
Further, when distinguishing which substances parents had discussed with their students, it appears that parent/child discussions about the dangers of tobacco use and of drug use gradually decrease as students age. For example, 40.7% of 8th graders indicated speaking with their parents about the dangers of tobacco use, while the rate decreased to 35.0% in the 10th grade, and 31.4% in the 12th grade. In contrast, the rate of parents speaking to their children about the dangers of alcohol use appears to peak in the 10th grade at 42.2%.

For all grades combined, Table 41 shows that the greatest amount of parental discussions about substance use dangers are centered on drug use (44.3% of students indicated at least one discussion in the past year), while 36.1% of students indicated they had discussed the dangers of tobacco use, and 41.1% of students indicated they had discussed the dangers of alcohol use.

Table 41

Percentage of Students Indicating Communication with Parents About The Dangers of Substance Use				
During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use? By parents, we mean your biological parents, adoptive parents, stepparents, or adult guardians -- whether or not they live with you	8th Grade	10th Grade	12th Grade	Total
No, I did not talk with my parents about the dangers of tobacco, alcohol, or drug use.	33.4	38.0	42.1	37.5
Yes, I talked to my parents about the dangers of tobacco use.	40.7	35.0	31.4	36.1
Yes, I talked to my parents about the dangers of alcohol use.	40.1	42.2	41.0	41.1
Yes, I talked to my parents about the dangers of drug use.	50.7	43.2	37.5	44.3

Figure 39



MONTANA PREVENTION NEEDS ASSESSMENT COMMUNITY STUDENT SURVEY

- Example: Chocolate is the best ice cream flavor.

☐ NO! ☐ no ☒ yes ☐ YES!

In the example above, the student marked "yes" because he or she thinks the statement is mostly true.

6. Please mark only one answer for each question by completely filling in the circle with a #2 pencil.

Please fill in the following questions with the help of your teacher/survey assistant.

District:			School:			Student's Zipcode:		
0	1	2	0	1	2	0	1	2
3	4	5	3	4	5	3	4	5
6	7	8	6	7	8	6	7	8
9			9			9		

- Are you: ☐ MALE ☐ FEMALE
- How old are you?
☐ 10 or younger ☐ 12 ☐ 14 ☐ 16 ☐ 18
☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ 19 or older
- What grade are you in?
☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th
- Are you Hispanic or Latino? ☐ Yes ☐ No
- What is your race? (Select one or more)
☐ White
☐ Black, or African American
☐ American Indian
☐ Alaskan Native
☐ Asian
☐ Hawaiian or other Pacific Islander
- What is the highest level of schooling completed by your mother or father?
☐ Completed grade school ☐ Completed college or less
☐ Some high school ☐ Graduate or professional school after college
☐ Completed high school ☐ Don't know
☐ Some college ☐ Does not apply
- Think of where you live most of the time. Which of the following people live there with you? (Mark all that apply.)
☐ Mother ☐ Grandfather
☐ Stepmother ☐ Uncle
☐ Foster Mother ☐ Other Adults
☐ Grandmother ☐ Brother(s)
☐ Aunt ☐ Stepbrother(s)
☐ Father ☐ Sister(s)
☐ Stepfather ☐ Stepsister(s)
☐ Foster Father ☐ Other Children

Produced by the Montana Department of Health and Human Services,
Addictive and Mental Disorders Division Phone: (406) 444-9656
Bach Harrison, L.L.C. Salt Lake City, Utah Phone: (801) 359-2064

100

The next section asks about your experiences at school

	NO!	no	yes	YES!
8. In my school, students have lots of chances to help decide things like class activities and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Teachers ask me to work on special classroom projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My teacher(s) notices when I am doing a good job and lets me know about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. There are lots of chances for students in my school to talk with a teacher one-on-one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I feel safe at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The school lets my parents know when I have done something well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My teachers praise me when I work hard in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are your school grades better than the grades of most students in your class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I have lots of chances to be part of class discussions or activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Almost Always			
	Often		Sometimes	
	Seldom		Never	
18. Now thinking back over the past year in school, how often did you:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. enjoy being in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. hate being in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. try to do your best work in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. How often do you feel that the school work you are assigned is meaningful and important?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Putting them all together, what were your grades like last year?

☐ Mostly F's ☐ Mostly B's
☐ Mostly D's ☐ Mostly A's
☐ Mostly C's

21. How important do you think the things you are learning in school are going to be for your later life?

☐ Very important ☐ Slightly important
☐ Quite important ☐ Not at all important
☐ Fairly important

22. How interesting are most of your courses to you?

☐ Very interesting and stimulating
☐ Quite interesting ☐ Slightly dull
☐ Fairly interesting ☐ Very dull

23. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or 'cut'?

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4-5 ☐ 6-10 ☐ 11 or more

The next questions ask about your feelings and experiences in other parts of your life

24. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:	0	1	2	3	4
a. participated in clubs, organizations or activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. made a commitment to stay drug-free?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. used marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. tried to do well in school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. used LSD, cocaine, amphetamines, or other illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. been suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. liked school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. sold illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. regularly attended religious services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. been arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. dropped out of school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. What are the chances you would be seen as cool if you:

	Very Good Chance			
	Pretty Good Chance		Some Chance	
	Little Chance		No or Very Little Chance	
a. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. worked hard at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. defended someone who was being verbally abused at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. used smokeless tobacco?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. regularly volunteered to do community service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	17 or Older	16	15	14	13	12	11	9 or 10	8 or Younger	Never
a. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked a cigarette, even just a puff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. used smokeless tobacco (dip, snuff, chew)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. used methamphetamines (meth, ice, crystal, or speed)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. got suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. got arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. attacked someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. How many times have you done the following things?

	Never	I've Done It, But Not in the Past Year	Less Than Once a Month	About Once a Month	2 or 3 Times a Month	Once a Week or More
a. done what feels good no matter what.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. done something dangerous because someone dared you to do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. done crazy things even if they are a little dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	1 to 2 Times	3 to 5 Times	6 to 9 Times	10 to 19 Times	20 to 29 Times	30 to 39 Times	40+ Times
a. been suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. sold illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. participated in clubs, organizations or activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. been arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. done extra work on your own for school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. attacked someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. been drunk or high at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. volunteered to do community service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Are you currently on probation, or assigned a probation officer with Juvenile Court?

☐ No ☐ Yes

32. Have you ever belonged to a gang?

☐ No ☐ Yes, belong now
☐ No, but would like to ☐ Yes, but would like to get out
☐ Yes, in the past

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. take a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. steal anything worth more than \$5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. pick a fight with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. attack someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. stay away from school all day when their parents think they are at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. drink beer, wine or hard liquor (for example, vodka, whiskey, or gin) regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. smoke marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. use LSD, cocaine, amphetamines or another illegal drug?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. At school during the past 12 months, did you receive help from the resource teacher, speech therapist or other special education teacher?

☐ No ☐ Yes

33. During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use? By parents, we mean your biological parents, adoptive parents, stepparents, or adult guardians – whether or not they live with you. (Choose all that apply)

- ☐ No, I did not talk with my parents about the dangers of tobacco, alcohol, or drug use.
- ☐ Yes, I talked with my parents about the dangers of tobacco use.
- ☐ Yes, I talked with my parents about the dangers of alcohol use.
- ☐ Yes, I talked with my parents about the dangers of drug use.

34. During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?

- ☐ 0 times ☐ 4 or 5 times
- ☐ 1 time ☐ 6 or more times
- ☐ 2 or 3 times

35. During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?

- ☐ 0 times ☐ 4 or 5 times
- ☐ 1 time ☐ 6 or more times
- ☐ 2 or 3 times

36. During the past 12 months, do you recall hearing, reading, or watching an advertisement about the prevention of substance use?

- ☐ Never
- ☐ Before, but not in past year
- ☐ A few times in past year
- ☐ Once or twice a month
- ☐ Once or twice a week
- ☐ Almost every day

37. How often do you attend religious services or activities?

- ☐ Never ☐ 1-2 Times a Month
- ☐ Rarely ☐ About Once a Week or More

38. I do the opposite of what people tell me, just to get them mad.

- ☐ Very False ☐ Somewhat True
- ☐ Somewhat False ☐ Very True

39. I like to see how much I can get away with.

- ☐ Very False ☐ Somewhat True
- ☐ Somewhat False ☐ Very True

40. I ignore rules that get in my way.

- ☐ Very False ☐ Somewhat True
- ☐ Somewhat False ☐ Very True

	NO!	no	yes	YES!
41. I think sometimes it's okay to cheat at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. It is important to think before you act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Sometimes I think that life is not worth it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. At times I think I am no good at all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. All in all, I am inclined to think that I am a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. It is all right to beat up people if they start the fight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. I think it is okay to take something without asking if you can get away with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:

- a. smoke cigarettes.
- b. drink beer, wine, or liquor.
- c. smoke marijuana.

	NO!	no	yes	YES!
a. smoke cigarettes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. drink beer, wine, or liquor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. smoke marijuana.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50. How much do you think people risk harming themselves (physically or in other ways) if they:

	Great Risk				Moderate Risk				Slight Risk				No Risk			
a. smoke one or more packs of cigarettes per day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. use smokeless tobacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. try marijuana once or twice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. smoke marijuana regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. use methamphetamines (meth, ice, crystal, or speed)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. have five or more drinks once or twice each weekend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

On how many occasions (if any) have you:

OCCASIONS

	0	1-2	3-5	6-9	10-19	20-39	40+
51. had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime -- more than just a few sips?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. had beer, wine or hard liquor to drink during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. used marijuana in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. used marijuana during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. used LSD or other psychedelics in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. used LSD or other psychedelics during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. used cocaine or crack in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. used cocaine or crack during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. used phenoxydine (pox, px, breeze) in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. used phenoxydine (pox, px, breeze) during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. used methamphetamines (meth, speed, crank, crystal meth) in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. used methamphetamines (meth, speed, crank, crystal meth) during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. used sedatives (tranquilizers, such as valium or xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. used sedatives (tranquilizers, such as valium or xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. used heroin or other opiates in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. used heroin or other opiates during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. used MDMA ('X', 'E', or ecstasy) in your lifetime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. used MDMA ('X', 'E', or ecstasy) during the past 30 days?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

73. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

- ☐ None
☐ 3-5 times
☐ Once
☐ 6-9 times
☐ Twice
☐ 10 or more times

74. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?

- ☐ Never
☐ Regularly in the past
☐ Once or Twice
☐ Regularly now
☐ Once in a while but not regularly

75. How frequently have you used smokeless tobacco during the past 30 days?

- ☐ Never
☐ Once or twice
☐ 3 to 5 times per week
☐ Once or twice per week
☐ About once a day
☐ More than once a day

76. Have you ever smoked cigarettes?

- ☐ Never
☐ Regularly in the past
☐ Once or Twice
☐ Regularly now
☐ Once in a while but not regularly

77. During the past 30 days, on how many days did you smoke cigarettes?

- ☐ 0 days
☐ 10 to 19 days
☐ 1 or 2 days
☐ 20 to 29 days
☐ 3 to 5 days
☐ All 30 days
☐ 6 to 9 days

78. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?

- ☐ I did not smoke cigarettes during the last 30 days
☐ Less than 1 cigarette per day
☐ 1 cigarette per day
☐ 2 to 5 cigarettes per day
☐ 6 to 10 cigarettes per day
☐ 11 to 20 cigarettes per day
☐ More than 20 cigarettes per day

101. Have any of your brothers or sisters ever:

	I don't have any Brothers or Sisters	
	Yes	No
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>
c. used smokeless tobacco?	<input type="checkbox"/>	<input type="checkbox"/>
d. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>
e. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>
f. been suspended or expelled from school?	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
102. The rules in my family are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. People in my family often insult or yell at each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. When I am not at home, one of my parents knows where I am and who I am with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. We argue about the same things in my family over and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. My family has clear rules about alcohol and drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. My family has clear rules about cigarette and tobacco use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. If you carried a handgun without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. If you skipped school would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. My parents ask me what I think before most family decisions affecting me are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. If I had a personal problem, I could ask my mom or dad for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
118. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. My parents give me lots of chances to do fun things with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. My parents ask if I've gotten my homework done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
121. People in my family have serious arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. Would your parents know if you did not come home on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
123. It is important to be honest with your parents, even if they become upset or you get punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

124. My parents notice when I am doing a good job and let me know about it.

- ☐ Never or Almost Never
 ☐ Often
 ☐ Sometimes
 ☐ All the Time

125. How often do your parents tell you they're proud of you for something you've done?

- ☐ Never or Almost Never
 ☐ Often
 ☐ Sometimes
 ☐ All the Time

126. During a typical week, how many times do all or most of your family that live in your home eat dinner together?

- ☐ 0
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ All 7 days

127. If you drank ALCOHOL (beer, wine, or hard liquor) and not just a sip or taste in the past year, how did you USUALLY get it? (Choose all that apply.)

- ☐ I did not drink alcohol in the past year
☐ I bought it myself with a fake ID
☐ I bought it myself without a fake ID
☐ I got it from someone I know age 21 or older
☐ I got it from someone I know under age 21
☐ I got it from my brother or sister
☐ I got it from home with my parents' permission
☐ I got it from home without my parents' permission
☐ A stranger bought it for me
☐ I took it from a store or shop
☐ Other

128. How many times have you changed homes since kindergarten?

- ☐ Never
 ☐ 5 or 6 times
☐ 1 or 2 times
 ☐ 7 or more times
☐ 3 to 5 times

129. Has anyone in your family ever had severe alcohol or drug problems?

- ☐ No
 ☐ Yes

130 About how many adults (over 21) have you known personally who in the past year have:

	Number of Adults				
	0	1	2	3-4	5+
a. used marijuana, crack, cocaine, or other drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. sold or dealt drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. gotten drunk or high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next questions ask about tobacco use

131. During the past 30 days, have you seen any of the following groups smoking cigarettes on school property? (Mark all that apply)

- ☐ Students
- ☐ Teachers
- ☐ Other people who work at school
- ☐ People who don't work at school
- ☐ I have not seen anybody smoking on school property

132. During the past 30 days, have you been with someone who was smoking? This could be at home, school, or any other place. (Mark all that apply)

- ☐ Yes, I was in the same room
- ☐ Yes, I was in a car
- ☐ No, I was not around anybody who smoked

133. Do you think the smoke from other people's cigarettes is harmful to you?

- ☐ Definitely yes
- ☐ Probably yes
- ☐ Probably not
- ☐ Definitely not

134. Not counting yourself, does anyone who lives in your home do the following? (Mark all that apply)

- ☐ Smoke cigarettes
- ☐ Chew tobacco, snuff, or dip
- ☐ No one smokes or chews tobacco in my home

135. During the past 30 days, how did you usually get your own chewing tobacco, snuff, or dip?

- ☐ I did not use chew, snuff, or dip in the past 30 days
- ☐ I bought it in a store ☐ I stole it
- ☐ I got it from someone else ☐ I got it in some other way
- ☐ I gave someone else money to buy it for me ☐ A person 18 years old or older gave it to me

136. During the past 30 days, how did you usually get your own cigarettes?

- ☐ I did not smoke cigarettes in the past 30 days
- ☐ I bought them in a store ☐ I stole them
- ☐ I got them from someone ☐ I got them in some other way
- ☐ I gave someone else money to buy them for me ☐ A person 18 years old or older gave them to me

137. When you bought or tried to buy cigarettes in a store during the past 30 days, were you ever asked to show how old you were?

- ☐ I did not buy cigarettes
- ☐ No, I was not asked to show proof of my age
- ☐ Yes, I was asked to show proof of my age

138. How honest were you in filling out this survey?

- ☐ I was very honest
- ☐ I was honest pretty much of the time
- ☐ I was honest some of the time
- ☐ I was honest once in a while
- ☐ I was not honest at all

Thank you for completing the survey

Appendix A, Continued: Final Page of Montana PNA Survey, Form 2

130. About how many adults (over 21) have you known personally who in the past year have:

Number of Adults

	0	1	2	3-4	5+
a. used marijuana, crack, cocaine, or other drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. sold or dealt drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. gotten drunk or high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

131. Is your use of alcohol or drugs causing problems in areas such as your feelings, emotions, family, friends, job, legal, school, health, financial status, or participation in athletic events?

- ☐ I do not use alcohol or drugs ☐ Moderate problem
☐ No problem ☐ Severe problem
☐ Slight problem

132. In the past year, have you held a paying job while attending school?

- ☐ No
☐ Yes, 20 hours or less per week
☐ Yes, more than 20 hours per week

133. Have you ever received an alcohol or drug relate ticket?

- ☐ No ☐ Yes

134. Now think about all the students in your grade at your school. How many of them do you think...

	Almost all (91-100%)	Most (71-90%)	Half or more (51-70%)	Half or less (31-50%)	Some (11-30%)	Few (1-10%)	None (0%)
a. smoke one or more cigarettes a day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. drank alcohol sometime in the past month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. used marijuana sometime in the past month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. used an illegal drug in the past month (not including marijuana)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
135. In your opinion, what percentage of parents gave a clear message about drug use to their children during the past three months?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

136. Sometimes students have problems they talk to an adult about. Is there an adult in your life you can talk to about your problems? (Mark all that apply.)

- ☐ No
☐ Parent
☐ Relative
☐ Youth leader (scouts, church, etc.)
☐ Teacher or counselor at school
☐ Family Doctor
☐ Other adult

137. In the past year, in which of the following activities have you PARTICIPATED?

- a. sports teams ☐ No ☐ Yes
b. scouting ☐ No ☐ Yes
c. boys and girls clubs ☐ No ☐ Yes
d. 4-H clubs ☐ No ☐ Yes
e. service clubs (YMCA, FFA, DECA, etc.) ☐ No ☐ Yes
f. other clubs or activities ☐ No ☐ Yes

138. How often do you use each of the following to get information about news and current events?

	Never	A Few Times a Year	Once or Twice a Month	At Least Once a Week	Almost Every Day
a. Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

139. How many hours do you estimate that you spend listening to the radio on an average DAY?

- ☐ None
☐ Half-hour or less
☐ About one hour
☐ About two hours
☐ About three hours
☐ About four hours
☐ Five hours or more

140. How much TV do you estimate you watch on an average WEEKDAY?

- ☐ None
☐ Half-hour or less
☐ About one hour
☐ About two hours
☐ About three hours
☐ About four hours
☐ Five hours or more

141. How much TV do you estimate you watch on an average WEEKEND (both Saturday and Sunday combined)?

- ☐ None
☐ Less than 1 hour
☐ 1 - 2 hours
☐ 3 - 4 hours
☐ 5 - 6 hours
☐ 7 - 8 hours
☐ 9 hours or more

142. How honest were you in filling out this survey?

- ☐ I was very honest
☐ I was honest pretty much of the time
☐ I was honest some of the time
☐ I was honest once in a while
☐ I was not honest at all

Thank you for completing the survey

Appendix B: Risk and Protective Factors and Their Associated Scales

Community Domain Protective Factors

Protective Factor

Associated Scales

Community Opportunities for Prosocial Involvement

Community Opportunities for Prosocial Involvement

Community Rewards for Prosocial Involvement

Community Rewards for Prosocial Involvement

Community Domain Risk Factors

Risk Factor

Associated Scales

Low Neighborhood Attachment and Community Disorganization

Low Neighborhood Attachment
Community Disorganization

Transitions & Mobility

Transitions & Mobility

Laws and Norms Favorable to Drug Use, Firearms, and Crime

Laws and Norms Favorable to Drug Use

Availability of Drugs and Firearms

Perceived Availability of Drugs
Perceived Availability of Handguns

Media Portrayals of Violence

No Scale

Extreme Economic Deprivation

No Scale

Family Domain Protective Factors

Protective Factor

Associated Scales

Family Attachment

Family Attachment

Family Opportunities for Positive Involvement

Family Opportunities for Positive Involvement

Family Rewards for Positive Involvement

Family Rewards for Positive Involvement

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Family Domain Risk Factors

Risk Factor

Associated Scales

Family Management Problems

Poor Family Management

Family Conflict

Family Conflict

Family Involvement in the Problem Behavior

Family History of Antisocial Behavior

Favorable Parental Attitudes Towards The Problem Behavior

Parental Attitudes Favorable to Antisocial Behavior
Parental Attitudes Favorable to Drug Use

School Domain Protective Factors

Protective Factor

Associated Scales

School Opportunities for Prosocial Involvement

School Opportunities for Prosocial Involvement

School Rewards for Prosocial Involvement

School Rewards for Prosocial Involvement

School Domain Risk Factors

Risk Factor

Associated Scales

Academic Failure Beginning in Late Elementary School

Academic Failure

Lack of Commitment to School

Low School Commitment

Appendix B (Cont.): Risk and Protective Factors and Their Associated Scales

Individual-Peer Protective Factors

Protective Factor

Associated Scales

Religiosity

Religiosity

Belief in the Moral Order

Belief in the Moral Order

Prosocial Involvement

Prosocial Involvement

Rewards for Prosocial Involvement

Rewards for Prosocial Involvement

Interaction with Prosocial Peers

Interaction with Prosocial Peers

Individual-Peer Risk Factors

Risk Factor

Associated Scales

Rebelliousness

Rebelliousness

Friends Who Engage in the Problem Behavior

Interaction with Antisocial Peers
Friends' Use of Drugs
Rewards for Antisocial Behavior

Favorable Attitudes Towards the Problem Behavior

Attitudes Favorable Towards Antisocial Behavior
Attitudes Favorable Towards Drug Use
Perceived Risks of Drug Use
Intention to Use

Early Initiation of the Problem Behavior

Early Initiation of Drug Use
Early Initiation of Antisocial Behavior

Gang Involvement

Gang Involvement

Constitutional Factors

Sensation Seeking
Depressive Symptoms

Appendix C: Montana PNA Survey Results, Frequency and Percentage for Each Response Category

Question	Response	#	%
1.Are you?	male	9,097	49.9
	female	9,133	50.1
2.How old are you?	12	11	0.1
	13	2,612	14.0
	14	4,253	22.9
	15	2,557	13.8
	16	3,739	20.1
	17	2,278	12.3
	18	2,990	16.1
	19 or older	154	0.8
3. What grade are you in?	8th	7,165	38.5
	10th	6,223	33.5
	12th	5,206	28.0
4.Are you Hispanic or Latino?	Yes	875	5.5
	No	15,014	94.5
5.What is your race? (Select one or more)	White	14,963	88.5
	Black, or African America	361	2.1
	American Indian	1,699	10.0
	Alaskan Native	105	0.6
	Asian	329	1.9
	Hawaiian or other Pacific Islander	218	1.3

Question	Response	#	%
6.What is the highest level of schooling your mother or father completed?	Completed grade school or less	230	1.4
	Some high school	1,265	7.7
	Completed high school	2,885	17.5
	Some college	2,583	15.7
	Completed college	5,837	35.5
	Graduate or professional school after college	1,987	12.1
	Don't know	1,505	9.2
7.Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)	Does not apply	153	0.9
	Mother lives with you	14,702	86.9
	Stepmother lives with you	861	5.1
	Foster Mother lives with you	115	0.7
	Grandmother lives with you	945	5.6
	Aunt lives with you	358	2.1
	Father lives with you	11,564	68.4
	Stepfather lives with you	2,002	11.8
	Foster Father lives with you	93	0.5
	Grandfather lives with you	570	3.4
	Uncle lives with you	381	2.3
	Other adults live with you	484	2.9
	Brother(s) live with you	7,579	44.8
	Stepbrother(s) live with you	603	3.6
8.In my school, students have lots of chances to help decide things like class activities and rules.	Sister(s) live with you	7,167	42.4
	Stepsister(s) live with you	556	3.3
	Other children live with you	791	4.7
	NO!	2,041	12.1
	no	6,197	36.8
	yes	7,452	44.3
	YES!	1,142	6.8

Question	Response	#	%
9.Teachers ask me to work on special classroom projects.	NO!	1,830	10.9
	no	8,316	49.4
	yes	5,928	35.3
	YES!	743	4.4
10.My teacher(s) notices when I am doing a good job and lets me know about it.	NO!	875	5.2
	no	3,846	23.0
	yes	9,551	57.0
	YES!	2,485	14.8
11.There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	NO!	221	1.3
	no	824	4.9
	yes	6,859	40.7
	YES!	8,940	53.1
12.There are lots of chances for students in my school to talk with a teacher one-on-one.	NO!	471	2.8
	no	2,740	16.3
	yes	9,486	56.4
	YES!	4,137	24.6
13.I feel safe at my school.	NO!	700	4.2
	no	1,563	9.3
	yes	9,805	58.5
	YES!	4,695	28.0
14.The school lets my parents know when I have done something well.	NO!	2,989	17.9
	no	7,704	46.1
	yes	4,945	29.6
	YES!	1,059	6.3
15.My teachers praise me when I work hard in school.	NO!	1,738	10.4
	no	6,710	40.1
	yes	7,113	42.5
	YES!	1,175	7.0
16.Are your school grades better than the grades of most students in your class?	NO!	1,486	8.9
	no	5,172	30.8
	yes	7,308	43.6
	YES!	2,809	16.7

Question	Response	#	%
17.I have lots of chances to be part of class discussions or activities.	NO!	417	2.5
	no	2,164	12.9
	yes	10,694	63.7
	YES!	3,512	20.9
18.Now think back over the past year in school, how often did you:			
18a .enjoy being in school?	Never	1,136	6.8
	Seldom	2,570	15.3
	Sometimes	6,549	39.0
	Often	4,792	28.5
	Almost Always	1,756	10.5
18b .hate being in school?	Never	872	5.2
	Seldom	4,602	27.4
	Sometimes	6,275	37.4
	Often	3,341	19.9
	Almost Always	1,683	10.0
18c .try to do your best work in school?	Never	162	1.0
	Seldom	749	4.5
	Sometimes	3,213	19.2
	Often	6,184	37.0
	Almost Always	6,400	38.3
19.How often do you feel that the school work you are assigned is meaningful and important?	Never	1,200	7.2
	Seldom	3,905	23.5
	Sometimes	6,284	37.8
	Often	3,930	23.6
	Almost Always	1,320	7.9
20.Putting them all together, what were your grades like last year?	Mostly F's	235	1.4
	Mostly D's	714	4.3
	Mostly C's	3,341	20.2
	Mostly B's	6,196	37.5
	Mostly A's	6,052	36.6

Question	Response	#	%
21.How important do you think the things you are learning in school are going to be for your later life?	Very important	2,846	17.0
	Quite important	4,499	26.8
	Fairly important	5,771	34.4
	Slightly important	3,143	18.7
	Not at all important	528	3.1
22.How interesting are most of your courses to you?	Very interesting and stimulating	708	4.2
	Quite interesting	3,512	20.9
	Fairly interesting	7,121	42.4
	Slightly Dull	4,050	24.1
	Very Dull	1,389	8.3
23.During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"?	none	11,663	70.0
	1	1,999	12.0
	2	1,103	6.6
	3	781	4.7
	4 to 5	659	4.0
	6 to 10	260	1.6
	11 or more	199	1.2
24.Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have...			
24a .participated in clubs, organizations or activities at school?	0 Friends	1,831	11.1
	1 Friend	1,958	11.9
	2 Friends	2,941	17.8
	3 Friends	2,721	16.5
	4 Friends	7,054	42.7
24b .smoked cigarettes?	0 Friends	9,574	58.0
	1 Friend	2,559	15.5
	2 Friends	1,739	10.5
	3 Friends	1,007	6.1
	4 Friends	1,621	9.8
24c .tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	0 Friends	5,247	31.8
	1 Friend	2,244	13.6
	2 Friends	2,210	13.4
	3 Friends	1,980	12.0
	4 Friends	4,813	29.2

Question	Response	#	%
24d .made a commitment to stay drug free?	0 Friends	4,700	28.6
	1 Friend	2,522	15.4
	2 Friends	1,854	11.3
	3 Friends	1,797	10.9
	4 Friends	5,550	33.8
24e .used marijuana?	0 Friends	9,421	57.3
	1 Friend	2,082	12.7
	2 Friends	1,604	9.8
	3 Friends	1,238	7.5
	4 Friends	2,086	12.7
24f .tried to do well in school?	0 Friends	531	3.2
	1 Friend	1,077	6.6
	2 Friends	2,549	15.5
	3 Friends	3,848	23.4
	4 Friends	8,418	51.3
24g .used LSD, cocaine, amphetamines, or other illegal drugs?	0 Friends	13,931	84.5
	1 Friend	1,266	7.7
	2 Friends	580	3.5
	3 Friends	283	1.7
	4 Friends	433	2.6
24h .been suspended from school?	0 Friends	11,820	71.7
	1 Friend	2,535	15.4
	2 Friends	1,098	6.7
	3 Friends	470	2.8
	4 Friends	570	3.5
24i .liked school?	0 Friends	4,373	26.6
	1 Friend	2,420	14.7
	2 Friends	3,802	23.1
	3 Friends	2,807	17.1
	4 Friends	3,037	18.5

Question	Response	#	%
24j .carried a handgun?	0 Friends	14,738	89.5
	1 Friend	697	4.2
	2 Friends	381	2.3
	3 Friends	177	1.1
	4 Friends	477	2.9
24k .sold illegal drugs?	0 Friends	13,980	85.2
	1 Friend	1,262	7.7
	2 Friends	573	3.5
	3 Friends	237	1.4
	4 Friends	360	2.2
24l .regularly attended religious services?	0 Friends	4,710	28.7
	1 Friend	4,015	24.5
	2 Friends	3,852	23.5
	3 Friends	2,001	12.2
	4 Friends	1,821	11.1
24m .stolen or tried to steal a motor vehicle such as a car or motorcycle?	0 Friends	15,318	92.8
	1 Friend	705	4.3
	2 Friends	241	1.5
	3 Friends	88	0.5
	4 Friends	148	0.9
24n .been arrested?	0 Friends	13,402	81.2
	1 Friend	1,693	10.3
	2 Friends	752	4.6
	3 Friends	314	1.9
	4 Friends	339	2.1
24o .dropped out of school?	0 Friends	14,412	87.4
	1 Friend	1,428	8.7
	2 Friends	389	2.4
	3 Friends	127	0.8
	4 Friends	142	0.9

25.What are the chances you would be seen as cool if you...

Question	Response	#	%
25a .smoked cigarettes?	No or Very Little Chance	10,698	64.9
	Little Chance	3,428	20.8
	Some Chance	1,636	9.9
	Pretty Good Chance	445	2.7
	Very Good Chance	276	1.7
25b .worked hard at school?	No or Very Little Chance	2,208	13.4
	Little Chance	3,177	19.3
	Some Chance	5,068	30.8
	Pretty Good Chance	3,822	23.2
	Very Good Chance	2,176	13.2
25c .began drinking alcohol beverages regularly, that is, at least once or twice a month?	No or Very Little Chance	5,931	36.1
	Little Chance	2,887	17.6
	Some Chance	3,196	19.4
	Pretty Good Chance	2,880	17.5
	Very Good Chance	1,540	9.4
25d .defend someone being verbally abused at school?	No or Very Little Chance	1,880	11.4
	Little Chance	2,720	16.5
	Some Chance	4,980	30.3
	Pretty Good Chance	4,199	25.5
	Very Good Chance	2,682	16.3
25e .smoked marijuana?	No or Very Little Chance	9,327	56.7
	Little Chance	2,714	16.5
	Some Chance	2,232	13.6
	Pretty Good Chance	1,266	7.7
	Very Good Chance	913	5.5
25f .use smokeless tobacco?	No or Very Little Chance	10,861	66.1
	Little Chance	2,682	16.3
	Some Chance	1,657	10.1
	Pretty Good Chance	728	4.4
	Very Good Chance	492	3.0

Question	Response	#	%
25g .carried a handgun?	No or Very Little Chance	13,109	79.9
	Little Chance	1,689	10.3
	Some Chance	823	5.0
	Pretty Good Chance	317	1.9
	Very Good Chance	468	2.9
25h .regularly volunteered to do community services?	No or Very Little Chance	5,088	31.0
	Little Chance	4,020	24.5
	Some Chance	4,137	25.2
	Pretty Good Chance	1,975	12.0
	Very Good Chance	1,179	7.2
26.How old were you when you first:			
26a .smoked marijuana?	Never have	11,865	70.7
	8 or younger	198	1.2
	9 or 10	250	1.5
	11	247	1.5
	12	507	3.0
	13	778	4.6
	14	855	5.1
	15	999	6.0
	16	662	3.9
	17 or Older	417	2.5
26b .smoked a cigarette, even just a puff?	Never have	10,230	61.2
	8 or younger	1,032	6.2
	9 or 10	820	4.9
	11	539	3.2
	12	755	4.5
	13	810	4.8
	14	733	4.4
	15	777	4.6
	16	549	3.3
	17 or Older	477	2.9

Question	Response	#	%
26c .had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	Never have	5,495	32.8
	8 or younger	1,215	7.3
	9 or 10	925	5.5
	11	825	4.9
	12	1,374	8.2
	13	1,772	10.6
	14	1,860	11.1
	15	1,740	10.4
	16	996	5.9
	17 or Older	546	3.3
26d .began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never have	11,326	67.5
	8 or younger	99	0.6
	9 or 10	86	0.5
	11	150	0.9
	12	299	1.8
	13	642	3.8
	14	918	5.5
	15	1,397	8.3
	16	1,075	6.4
	17 or Older	785	4.7
26e .used smokeless tobacco (dip, snuff, chew)?	Never have	13,625	81.2
	8 or younger	202	1.2
	9 or 10	130	0.8
	11	154	0.9
	12	284	1.7
	13	413	2.5
	14	505	3.0
	15	673	4.0
	16	437	2.6
	17 or Older	348	2.1

Question	Response	#	%
26f .used methamphetamines (meth, ice, crystal, or speed)?	Never have	16,428	97.9
	8 or younger	51	0.3
	9 or 10	7	0.0
	11	15	0.1
	12	22	0.1
	13	38	0.2
	14	55	0.3
	15	62	0.4
	16	54	0.3
	17 or Older	42	0.3
26g .got suspended from school?	Never have	13,439	80.2
	8 or younger	424	2.5
	9 or 10	428	2.6
	11	344	2.1
	12	494	2.9
	13	591	3.5
	14	444	2.7
	15	300	1.8
	16	174	1.0
	17 or Older	114	0.7
26h .got arrested?	Never have	15,134	90.5
	8 or younger	91	0.5
	9 or 10	80	0.5
	11	101	0.6
	12	163	1.0
	13	272	1.6
	14	257	1.5
	15	270	1.6
	16	176	1.1
	17 or Older	182	1.1

Question	Response	#	%
26i .carried a handgun?	Never have	14,996	89.7
	8 or younger	406	2.4
	9 or 10	252	1.5
	11	158	0.9
	12	273	1.6
	13	198	1.2
	14	159	1.0
	15	134	0.8
	16	82	0.5
	17 or Older	63	0.4
26j .attacked someone with the idea of seriously hurting them?	Never have	13,962	83.3
	8 or younger	509	3.0
	9 or 10	318	1.9
	11	259	1.5
	12	329	2.0
	13	469	2.8
	14	372	2.2
	15	270	1.6
	16	178	1.1
	17 or Older	93	0.6
27.How wrong do you think it is for someone your age to:			
27a .take a handgun to school?	Very Wrong	14,595	87.0
	Wrong	1,595	9.5
	A Little Bit Wrong	404	2.4
	Not Wrong at All	189	1.1
27b .steal anything worth more than \$5?	Very Wrong	8,001	47.7
	Wrong	6,256	37.3
	A Little Bit Wrong	2,173	12.9
	Not Wrong at All	350	2.1
27c .pick a fight with someone?	Very Wrong	4,095	24.5
	Wrong	6,172	36.9
	A Little Bit Wrong	5,109	30.6
	Not Wrong at All	1,333	8.0

Question	Response	#	%
27d .attack someone with the idea of seriously hurting them?	Very Wrong	10,058	60.2
	Wrong	4,464	26.7
	A Little Bit Wrong	1,706	10.2
	Not Wrong at All	483	2.9
27e .stay away from school all day when their parents think they are at school?	Very Wrong	6,382	38.1
	Wrong	5,961	35.6
	A Little Bit Wrong	3,512	21.0
	Not Wrong at All	905	5.4
27f .drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong	6,509	38.8
	Wrong	4,176	24.9
	A Little Bit Wrong	4,128	24.6
	Not Wrong at All	1,944	11.6
27g .smoke cigarettes?	Very Wrong	9,080	54.2
	Wrong	3,898	23.3
	A Little Bit Wrong	2,258	13.5
	Not Wrong at All	1,522	9.1
27h .smoke marijuana?	Very Wrong	10,072	60.2
	Wrong	2,896	17.3
	A Little Bit Wrong	2,085	12.5
	Not Wrong at All	1,686	10.1
27i .use LSD, cocaine, amphetamines or another illegal drug?	Very Wrong	14,847	88.8
	Wrong	1,246	7.4
	A Little Bit Wrong	378	2.3
	Not Wrong at All	257	1.5
28.At school during the past year, did you receive help from the resource teacher or other special education teacher?	No	12,252	86.5
	Yes	1,917	13.5

Question	Response	#	%
29.How many times have you done the following things:			
29a .done what feels good no matter what?	Once a week or more	4,742	28.6
	2 or 3 times a month	2,933	17.7
	About once a month	1,936	11.7
	Less than once a month	2,177	13.1
	Done it, but not in the past year	1,791	10.8
	Never	2,991	18.1
29b .done something dangerous because someone dared you to do it?	Once a week or more	956	5.7
	2 or 3 times a month	1,303	7.8
	About once a month	1,629	9.8
	Less than once a month	2,617	15.7
	Done it, but not in the past year	4,409	26.4
	Never	5,763	34.6
29c .done crazy things even if they are a little dangerous?	Once a week or more	2,408	14.4
	2 or 3 times a month	2,360	14.1
	About once a month	2,261	13.5
	Less than once a month	3,042	18.2
	Done it, but not in the past year	3,765	22.6
	Never	2,852	17.1
30.How many times in the past year (12 months) have you:			
30a .been suspended from school?	Never	15,080	90.0
	1 or 2 Times	1,306	7.8
	3 to 5 Times	223	1.3
	6 to 9 Times	73	0.4
	10 to 19 Times	29	0.2
	20 to 29 Times	16	0.1
	30 to 39 Times	4	0.0
	40+ Times	27	0.2

Question	Response	#	%
30b .carried a handgun?	Never	15,197	90.8
	1 or 2 Times	549	3.3
	3 to 5 Times	280	1.7
	6 to 9 Times	177	1.1
	10 to 19 Times	157	0.9
	20 to 29 Times	82	0.5
	30 to 39 Times	34	0.2
	40+ Times	261	1.6
30c .sold illegal drugs?	Never	15,614	93.7
	1 or 2 Times	400	2.4
	3 to 5 Times	177	1.1
	6 to 9 Times	132	0.8
	10 to 19 Times	116	0.7
	20 to 29 Times	41	0.2
	30 to 39 Times	25	0.1
	40+ Times	165	1.0
30d .stolen or tried to steal a motor vehicle such as a car or motorcycle?	Never	16,255	97.3
	1 or 2 Times	296	1.8
	3 to 5 Times	63	0.4
	6 to 9 Times	26	0.2
	10 to 19 Times	22	0.1
	20 to 29 Times	6	0.0
	30 to 39 Times	4	0.0
	40+ Times	32	0.2
30e .participated in clubs, organizations or activities at school?	Never	3,165	18.9
	1 or 2 Times	3,176	19.0
	3 to 5 Times	2,481	14.8
	6 to 9 Times	1,524	9.1
	10 to 19 Times	1,374	8.2
	20 to 29 Times	957	5.7
	30 to 39 Times	510	3.0
	40+ Times	3,546	21.2

Question	Response	#	%
30f .been arrested?	Never	15,578	93.4
	1 or 2 Times	866	5.2
	3 to 5 Times	143	0.9
	6 to 9 Times	27	0.2
	10 to 19 Times	15	0.1
	20 to 29 Times	12	0.1
	30 to 39 Times	6	0.0
	40+ Times	29	0.2
30g .done extra work on your own for school?	Never	3,973	23.8
	1 or 2 Times	3,662	22.0
	3 to 5 Times	2,648	15.9
	6 to 9 Times	1,949	11.7
	10 to 19 Times	1,686	10.1
	20 to 29 Times	1,049	6.3
	30 to 39 Times	482	2.9
	40+ Times	1,211	7.3
30h .attacked someone with the idea of seriously hurting them?	Never	14,558	87.0
	1 or 2 Times	1,453	8.7
	3 to 5 Times	329	2.0
	6 to 9 Times	172	1.0
	10 to 19 Times	91	0.5
	20 to 29 Times	29	0.2
	30 to 39 Times	15	0.1
	40+ Times	79	0.5
30i . been drunk or high at school?	Never	13,761	82.4
	1 or 2 Times	1,238	7.4
	3 to 5 Times	507	3.0
	6 to 9 Times	306	1.8
	10 to 19 Times	232	1.4
	20 to 29 Times	141	0.8
	30 to 39 Times	98	0.6
	40+ Times	424	2.5

Question	Response	#	%
30j .volunteered to do community service?	Never	7,594	45.5
	1 or 2 Times	3,358	20.1
	3 to 5 Times	2,011	12.0
	6 to 9 Times	1,318	7.9
	10 to 19 Times	1,004	6.0
	20 to 29 Times	589	3.5
	30 to 39 Times	226	1.4
	40+ Times	601	3.6
30k .taken a handgun to school?	Never	16,552	99.0
	1 or 2 Times	65	0.4
	3 to 5 Times	16	0.1
	6 to 9 Times	9	0.1
	10 to 19 Times	14	0.1
	20 to 29 Times	10	0.1
	30 to 39 Times	4	0.0
	40+ Times	46	0.3
31.Are you currently on probation with Juvenile Court?	No	16,134	96.6
	Yes	572	3.4
32.Have you ever belonged to a gang?	No	15,166	90.9
	No, but would like to	385	2.3
	Yes, in the past	660	4.0
	Yes, belong now	431	2.6
	Yes, but would like to get out	44	0.3
33.During the past 12 months, have you talked with at least one of your parents about the dangers of tobacco, alcohol, or drug use? By parents, we mean your biological parents, adoptive parents, stepparents, or adult guardians -- whether or not they live with you. (Choose all that apply)	No, I did not talk with my parents about the dangers of tobacco, alcohol, or drug use.	6,306	37.5
	Yes, I talked to my parents about the dangers of tobacco use.	6,069	36.1
	Yes, I talked to my parents about the dangers of alcohol use.	6,907	41.1
	Yes, I talked with my parents about the dangers of drug use.	7,456	44.3

Question	Response	#	%
34.During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking alcohol?	0 times	14,423	86.8
	1 time	1,052	6.3
	2 or 3 times	684	4.1
	4 or 5 times	233	1.4
	6 or more times	223	1.3
35.During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?	0 times	11,196	67.2
	1 time	2,251	13.5
	2 or 3 times	1,884	11.3
	4 or 5 times	580	3.5
	6 or more times	738	4.4
36.During the past 12 months, do you recall hearing, reading, or watching an advertisement about the prevention of substance use?	Never	1,389	8.3
	Before, but not in the past year	666	4.0
	A few times in the past year	3,016	18.1
	Once or twice a month	3,296	19.8
	Once or twice a week	4,061	24.4
	Almost everyday	4,235	25.4
37.How often do you attend religious services or activities?	Never	4,335	26.1
	Rarely	4,959	29.8
	1-2 times a month	2,275	13.7
	About once a week or more	5,067	30.5
38.I do the opposite of what people tell me, just to get them mad.	Very False	6,211	37.4
	Somewhat False	5,475	33.0
	Somewhat True	4,408	26.6
	Very True	497	3.0
39.I like to see how much I can get away with.	Very False	5,754	34.7
	Somewhat False	4,896	29.5
	Somewhat True	4,810	29.0
	Very True	1,146	6.9
40.I ignore the rules that get in my way.	Very False	6,246	37.7
	Somewhat False	5,410	32.6
	Somewhat True	4,061	24.5
	Very True	865	5.2

Question	Response	#	%
41.I think sometimes it's okay to cheat at school.	NO!	4,217	25.4
	no	6,475	38.9
	yes	5,052	30.4
	YES!	880	5.3
42.It is important to think before you act.	NO!	248	1.5
	no	814	4.9
	yes	7,699	46.4
	YES!	7,830	47.2
43.Sometimes I think that life is not worth it.	NO!	7,689	47.0
	no	4,163	25.4
	yes	3,375	20.6
	YES!	1,136	6.9
44.At times I think I am no good at all.	NO!	5,077	30.8
	no	5,043	30.6
	yes	4,935	30.0
	YES!	1,419	8.6
45.All in all, I am inclined to think I am a failure.	NO!	7,856	47.6
	no	5,813	35.2
	yes	2,095	12.7
	YES!	747	4.5
46.In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?	NO!	5,329	32.2
	no	4,968	30.0
	yes	4,228	25.5
	YES!	2,047	12.4
47.It is all right to beat up people if they start a fight.	NO!	4,105	24.8
	no	4,411	26.6
	yes	4,741	28.6
	YES!	3,314	20.0

Question	Response	#	%
48.I think it is okay to take something without asking if you can get away with it.	NO!	8,177	49.3
	no	6,892	41.6
	yes	1,201	7.2
	YES!	306	1.8
49.Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:			
49a .smoke cigarettes	NO!	12,032	72.8
	no	3,077	18.6
	yes	1,045	6.3
	YES!	364	2.2
49b .drink beer, wine, or liquor	NO!	3,105	18.8
	no	2,587	15.6
	yes	7,789	47.1
	YES!	3,055	18.5
49c .smoke marijuana	NO!	11,798	71.4
	no	2,816	17.0
	yes	1,242	7.5
	YES!	668	4.0
50.How much do you think people risk harming themselves (physically or in other ways) if they:			
50a .smoke one or more packs of cigarettes per day?	No risk	339	2.0
	Slight risk	747	4.5
	Moderate risk	3,152	19.0
	Great risk	12,314	74.4
50b .use smokeless tobacco?	No risk	483	2.9
	Slight risk	1,953	11.8
	Moderate risk	5,800	35.1
	Great risk	8,268	50.1
50c .try marijuana once or twice?	No risk	3,614	22.0
	Slight risk	4,699	28.6
	Moderate risk	3,532	21.5
	Great risk	4,600	28.0

Question	Response	#	%
50d .smoke marijuana regularly?	No risk	1,042	6.5
	Slight risk	2,209	13.8
	Moderate risk	3,448	21.5
	Great risk	9,365	58.3
50e .take one or more drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	No risk	1,890	11.5
	Slight risk	4,476	27.2
	Moderate risk	5,588	33.9
	Great risk	4,518	27.4
50f .use methamphetamines (meth, ice, crystal, or speed)?	No risk	376	2.3
	Slight risk	166	1.0
	Moderate risk	538	3.3
	Great risk	15,413	93.5
50g .have five or more drinks once or twice each weekend?	No risk	1,130	6.8
	Slight risk	3,101	18.8
	Moderate risk	5,774	35.0
	Great risk	6,493	39.4
51-72: On how many occasions (if any) have you:			
51.had alcoholic beverages beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 Occasions	5,688	34.3
	1-2 Occasions	2,493	15.0
	3-5 Occasions	1,789	10.8
	6-9 Occasions	1,268	7.6
	10-19 Occasions	1,515	9.1
	20-39 Occasions	1,300	7.8
	40+ Occasions	2,544	15.3
52.had beer, wine or hard liquor to drink during the past 30 days?	0 Occasions	10,398	62.8
	1-2 Occasions	3,042	18.4
	3-5 Occasions	1,327	8.0
	6-9 Occasions	877	5.3
	10-19 Occasions	548	3.3
	20-39 Occasions	167	1.0
	40+ Occasions	198	1.2

Question	Response	#	%
53.used marijuana in your lifetime?	0 Occasions	11,813	71.3
	1-2 Occasions	1,156	7.0
	3-5 Occasions	638	3.9
	6-9 Occasions	487	2.9
	10-19 Occasions	613	3.7
	20-39 Occasions	463	2.8
54.used marijuana during the past 30 days?	40+ Occasions	1,401	8.5
	0 Occasions	14,207	86.2
	1-2 Occasions	876	5.3
	3-5 Occasions	337	2.0
	6-9 Occasions	250	1.5
	10-19 Occasions	290	1.8
55.used LSD or other psychedelics in your lifetime?	20-39 Occasions	202	1.2
	40+ Occasions	319	1.9
	0 Occasions	15,983	96.5
	1-2 Occasions	318	1.9
	3-5 Occasions	117	0.7
	6-9 Occasions	60	0.4
56.used LSD or other psychedelics in the past 30 days?	10-19 Occasions	48	0.3
	20-39 Occasions	13	0.1
	40+ Occasions	18	0.1
	0 Occasions	16,311	98.9
	1-2 Occasions	143	0.9
	3-5 Occasions	16	0.1
57.used cocaine or other crack in your lifetime?	6-9 Occasions	11	0.1
	10-19 Occasions	4	0.0
	20-39 Occasions	2	0.0
	40+ Occasions	6	0.0
	0 Occasions	15,932	96.3
	1-2 Occasions	331	2.0
57.used cocaine or other crack in your lifetime?	3-5 Occasions	113	0.7
	6-9 Occasions	64	0.4
	10-19 Occasions	39	0.2
	20-39 Occasions	24	0.1
	40+ Occasions	45	0.3

Question	Response	#	%
58.used cocaine or other crack in the past 30 days?	0 Occasions	16,279	98.9
	1-2 Occasions	116	0.7
	3-5 Occasions	35	0.2
	6-9 Occasions	14	0.1
	10-19 Occasions	6	0.0
	20-39 Occasions	2	0.0
	40+ Occasions	12	0.1
59.sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	0 Occasions	14,254	86.2
	1-2 Occasions	1,213	7.3
	3-5 Occasions	494	3.0
	6-9 Occasions	244	1.5
	10-19 Occasions	169	1.0
	20-39 Occasions	64	0.4
	40+ Occasions	107	0.6
60.sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in the past 30 days?	0 Occasions	15,926	96.6
	1-2 Occasions	373	2.3
	3-5 Occasions	94	0.6
	6-9 Occasions	45	0.3
	10-19 Occasions	30	0.2
	20-39 Occasions	8	0.0
	40+ Occasions	19	0.1
61.used phenoxydine (pox, px, breeze) in your lifetime?	0 Occasions	16,478	100.0
62.used phenoxydine (pox, px, breeze) in the past 30 days?	0 Occasions	16,463	100.0
63.used methamphetamines (meth, speed, crank, crystal meth) in your lifetime?	0 Occasions	16,276	98.6
	1-2 Occasions	132	0.8
	3-5 Occasions	28	0.2
	6-9 Occasions	27	0.2
	10-19 Occasions	13	0.1
	20-39 Occasions	6	0.0
	40+ Occasions	30	0.2

Question	Response	#	%
64.used methamphetamines (meth, speed, crank, crystal meth) during the past 30 days?	0 Occasions	16,396	99.7
	1-2 Occasions	34	0.2
	3-5 Occasions	7	0.0
	6-9 Occasions	4	0.0
	10-19 Occasions	4	0.0
	20-39 Occasions	3	0.0
	40+ Occasions	3	0.0
65.used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, in your lifetime?	0 Occasions	15,643	94.7
	1-2 Occasions	366	2.2
	3-5 Occasions	199	1.2
	6-9 Occasions	104	0.6
	10-19 Occasions	81	0.5
	20-39 Occasions	42	0.3
	40+ Occasions	88	0.5
66.used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, during the past 30 days?	0 Occasions	16,159	98.2
	1-2 Occasions	175	1.1
	3-5 Occasions	63	0.4
	6-9 Occasions	27	0.2
	10-19 Occasions	19	0.1
	20-39 Occasions	8	0.0
	40+ Occasions	9	0.1
67.used sedatives (tranquilizers, such as valium or xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in your lifetime?	0 Occasions	14,561	88.1
	1-2 Occasions	816	4.9
	3-5 Occasions	445	2.7
	6-9 Occasions	263	1.6
	10-19 Occasions	205	1.2
	20-39 Occasions	89	0.5
	40+ Occasions	150	0.9
68.used sedatives (tranquilizers, such as valium or xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in the past 30 days?	0 Occasions	15,666	95.1
	1-2 Occasions	522	3.2
	3-5 Occasions	146	0.9
	6-9 Occasions	74	0.4
	10-19 Occasions	33	0.2
	20-39 Occasions	24	0.1
	40+ Occasions	15	0.1

Question	Response	#	%
69.used heroin or other opiates in your lifetime?	0 Occasions	16,225	98.2
	1-2 Occasions	124	0.8
	3-5 Occasions	64	0.4
	6-9 Occasions	31	0.2
	10-19 Occasions	25	0.2
	20-39 Occasions	10	0.1
	40+ Occasions	37	0.2
70.used heroin or other opiates in the past 30 days?	0 Occasions	16,358	99.4
	1-2 Occasions	58	0.4
	3-5 Occasions	9	0.1
	6-9 Occasions	9	0.1
	10-19 Occasions	8	0.0
	20-39 Occasions	2	0.0
	40+ Occasions	12	0.1
71.used ecstasy ("X", "E", "MDMA") in your lifetime?	0 Occasions	15,999	96.9
	1-2 Occasions	292	1.8
	3-5 Occasions	98	0.6
	6-9 Occasions	47	0.3
	10-19 Occasions	16	0.1
	20-39 Occasions	22	0.1
	40+ Occasions	36	0.2
72.used ecstasy ("X", "E", "MDMA") in the past 30 days?	0 Occasions	16,294	99.1
	1-2 Occasions	94	0.6
	3-5 Occasions	15	0.1
	6-9 Occasions	11	0.1
	10-19 Occasions	4	0.0
	20-39 Occasions	3	0.0
	40+ Occasions	19	0.1
73.How many times have you had 5 or more drinks	None	12,581	76.5
	Once	1,460	8.9
	Twice	960	5.8
	3-5 times	921	5.6
	6-9 times	248	1.5
	10 or more times	271	1.6

Question	Response	#	%
74.Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?	Never	13,054	79.2
	Once or Twice	1,602	9.7
	Once in a while but not regularly	861	5.2
	Regularly in the past	442	2.7
	Regularly now	531	3.2
75.How frequently have you used smokeless tobacco during the past 30 days?	Never	14,897	90.7
	Once or Twice	672	4.1
	Once or twice per week	168	1.0
	3 to 5 times per week	136	0.8
	About once a day	126	0.8
76.Have you ever smoked cigarettes?	More than once a day	434	2.6
	Never	10,618	64.2
	Once or Twice	2,685	16.2
	Once in a while but not regularly	1,473	8.9
	Regularly in the past	849	5.1
77.During the past 30 days, on how many days did you smoke cigarettes?	Regularly now	906	5.5
	0 days	13,896	84.4
	1 or 2 days	917	5.6
	3 to 5 days	373	2.3
	6 to 9 days	197	1.2
78.During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?	10 to 19 days	269	1.6
	20 to 29 days	228	1.4
	All 30 days	587	3.6
	Not at all	13,766	83.8
	Less than 1 cigarette per day	728	4.4
	1 cigarette per day	519	3.2
	2 to 5 cigarettes per day	973	5.9
	6 to 10 cigarettes per day	301	1.8
	11 to 20 cigarettes per day	98	0.6
	More than 20 cigarettes per day	39	0.2

Question	Response	#	%
79.How wrong would most adults in your neighborhood think it is for kids your age:			
79a .to use marijuana?	Very wrong	11,093	67.7
	Wrong	3,377	20.6
	A little bit wrong	1,412	8.6
	Not wrong at all	496	3.0
79b .to drink alcohol?	Very wrong	6,478	39.6
	Wrong	5,019	30.7
	A little bit wrong	3,791	23.2
	Not wrong at all	1,060	6.5
79c .to smoke cigarettes?	Very wrong	8,393	51.3
	Wrong	4,538	27.7
	A little bit wrong	2,389	14.6
	Not wrong at all	1,036	6.3
80.How much do each of the following statements describe your neighborhood?			
80a .crime and/or drug selling	NO!	10,951	67.0
	no	3,523	21.6
	yes	1,452	8.9
	YES!	409	2.5
80b .fights	NO!	9,937	60.9
	no	4,125	25.3
	yes	1,788	11.0
	YES!	469	2.9
80c .lots of empty or abandoned buildings	NO!	10,907	66.9
	no	4,068	24.9
	yes	1,029	6.3
	YES!	311	1.9
80d .lots of graffiti	NO!	11,876	72.8
	no	3,628	22.2
	yes	574	3.5
	YES!	245	1.5

Question	Response	#	%
81.If I had to move, I would miss the neighborhood I now live in.	NO!	1,738	10.6
	no	2,941	18.0
	yes	6,254	38.3
	YES!	5,394	33.0
82.My neighbors notice when I am doing a good job and let me know about it.	NO!	5,641	34.6
	no	6,208	38.1
	yes	3,314	20.3
	YES!	1,132	6.9
83.I like my neighborhood.	NO!	1,366	8.4
	no	2,191	13.5
	yes	8,124	50.0
	YES!	4,580	28.2
84.There are lots of adults in my neighborhood I could talk to about something important.	NO!	4,191	25.9
	no	5,464	33.7
	yes	4,458	27.5
	YES!	2,091	12.9
85.I'd like to get out of my neighborhood.	NO!	4,947	30.4
	no	6,666	41.0
	yes	3,076	18.9
	YES!	1,574	9.7
86.There are people in my neighborhood who are proud of me when I do something well.	NO!	3,532	21.7
	no	4,942	30.4
	yes	5,948	36.6
	YES!	1,830	11.3
87.There are people in my neighborhood who encourage me to do my best.	NO!	3,502	21.5
	no	4,798	29.5
	yes	5,848	36.0
	YES!	2,115	13.0
88.I feel safe in my neighborhood.	NO!	666	4.1
	no	1,237	7.6
	yes	7,998	49.2
	YES!	6,344	39.1

Question	Response	#	%
89.Which of the following activities for people your age are available in your community?			
89a .sports teams	No	848	5.2
	Yes	15,330	94.8
89b .scouting	No	4,660	29.5
	Yes	11,128	70.5
89c .boys and girls clubs	No	4,136	26.1
	Yes	11,728	73.9
89d .4-H clubs	No	3,227	20.4
	Yes	12,600	79.6
89e .service clubs	No	4,574	29.2
	Yes	11,104	70.8
90.If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!	3,247	20.2
	no	8,007	49.7
	yes	3,453	21.5
	YES!	1,388	8.6
91.If a kid smoked cigarettes in your neighborhood, would he or she be caught by the police?	NO!	4,292	26.7
	no	8,576	53.3
	yes	2,336	14.5
	YES!	887	5.5
92.If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	NO!	3,758	23.4
	no	8,537	53.1
	yes	2,892	18.0
	YES!	896	5.6
93.If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!	2,644	16.4
	no	5,882	36.6
	yes	4,850	30.2
	YES!	2,705	16.8

Question	Response	#	%
94.If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard	3,188	19.8
	Sort of hard	2,415	15.0
	Sort of easy	3,365	20.9
	Very easy	7,110	44.2
95.If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard	2,334	14.5
	Sort of hard	2,374	14.8
	Sort of easy	5,062	31.5
	Very easy	6,284	39.1
96.If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very hard	9,200	57.5
	Sort of hard	3,971	24.8
	Sort of easy	1,821	11.4
	Very easy	1,020	6.4
97.If you wanted to get a handgun, how easy would it be for you to get one?	Very hard	6,732	42.1
	Sort of hard	3,479	21.7
	Sort of easy	2,556	16.0
	Very easy	3,231	20.2
98.If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard	5,493	34.4
	Sort of hard	2,318	14.5
	Sort of easy	3,198	20.0
	Very easy	4,980	31.1
99.If you wanted to get some methamphetamines, how easy would it be for you to get some?	Very hard	9,992	62.5
	Sort of hard	3,416	21.4
	Sort of easy	1,543	9.7
	Very easy	1,035	6.5
100.How wrong do your parents feel it would be for you to:			
100a.drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very wrong	9,114	57.2
	Wrong	3,783	23.8
	A little bit wrong	2,497	15.7
	Not wrong at all	528	3.3

Question	Response	#	%
100b.smoke cigarettes?	Very wrong	11,944	74.6
	Wrong	2,650	16.6
	A little bit wrong	965	6.0
	Not wrong at all	449	2.8
100c.use smokeless tobacco?	Very wrong	12,028	75.5
	Wrong	2,558	16.1
	A little bit wrong	921	5.8
	Not wrong at all	429	2.7
100d.smoke marijuana?	Very wrong	13,154	82.9
	Wrong	1,550	9.8
	A little bit wrong	715	4.5
	Not wrong at all	448	2.8
100e.steal something worth more than \$5?	Very wrong	12,495	78.6
	Wrong	2,667	16.8
	A little bit wrong	533	3.4
	Not wrong at all	208	1.3
100f.draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)?	Very wrong	12,245	77.0
	Wrong	2,626	16.5
	A little bit wrong	730	4.6
	Not wrong at all	302	1.9
100g.pick a fight with someone?	Very wrong	7,661	48.1
	Wrong	4,830	30.3
	A little bit wrong	2,778	17.4
	Not wrong at all	655	4.1
101.Have any of your brothers or sisters ever:			
101a.drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	No	5,802	36.3
	Yes	9,377	58.6
	No brothers/sisters	814	5.1

Question	Response	#	%
101b.smoked marijuana?	No	10,110	63.1
	Yes	5,098	31.8
	No brothers/sisters	805	5.0
101c.used smokeless tobacco?	No	11,418	71.4
	Yes	3,767	23.6
	No brothers/sisters	807	5.0
101d.smoked cigarettes?	No	9,215	57.7
	Yes	5,940	37.2
	No brothers/sisters	806	5.0
101e.taken a handgun to school?	No	14,964	93.6
	Yes	220	1.4
	No brothers/sisters	800	5.0
101f.been suspended or expelled from school?	No	11,346	70.9
	Yes	3,839	24.0
	No brothers/sisters	823	5.1
102.The rules in my family are clear.	NO!	289	1.8
	no	1,522	9.5
	yes	7,932	49.5
	YES!	6,279	39.2
103.People in my family often insult or yell at each other.	NO!	3,064	19.2
	no	7,276	45.6
	yes	4,173	26.2
	YES!	1,432	9.0
104.When I am not at home, one of my parents knows where I am and who I am with.	NO!	440	2.8
	no	1,659	10.4
	yes	7,859	49.2
	YES!	6,030	37.7
105.We argue about the same things in my family over and over.	NO!	2,227	14.0
	no	6,502	40.7
	yes	5,316	33.3
	YES!	1,918	12.0

Question	Response	#	%
106.If you drank some beer or wine or hard liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!	1,757	11.0
	no	5,999	37.7
	yes	4,339	27.2
	YES!	3,835	24.1
107.My family has clear rules about alcohol and drug use.	NO!	447	2.8
	no	1,969	12.4
	yes	6,086	38.2
	YES!	7,435	46.7
108.My family has clear rules about cigarettes and tobacco use.	NO!	530	3.3
	no	2,032	12.8
	yes	5,520	34.8
	YES!	7,788	49.1
109.If you carried a handgun without your parents' permission, would you be caught by your parents?	NO!	899	5.7
	no	2,601	16.4
	yes	4,922	31.0
	YES!	7,474	47.0
110.If you skipped school would you be caught by your parents?	NO!	720	4.5
	no	2,367	14.9
	yes	5,830	36.7
	YES!	6,982	43.9
111.Do you feel very close to your mother?	NO!	1,100	6.9
	no	1,977	12.5
	yes	5,589	35.3
	YES!	7,169	45.3
112.Do you share your thoughts and feelings with your mother?	NO!	1,609	10.2
	no	3,890	24.6
	yes	5,505	34.8
	YES!	4,819	30.5

Question	Response	#	%
113.My parents ask me what I think before most family decisions affecting me are made.	NO!	1,670	10.5
	no	4,023	25.4
	yes	6,675	42.1
	YES!	3,483	22.0
114.Do you share your thoughts and feelings with your father?	NO!	2,823	17.9
	no	4,345	27.6
	yes	5,258	33.4
	YES!	3,311	21.0
115.Do you enjoy spending time with your mother?	NO!	887	5.6
	no	1,644	10.4
	yes	7,217	45.8
	YES!	6,012	38.1
116.Do you enjoy spending time with your father?	NO!	1,626	10.4
	no	1,625	10.4
	yes	6,696	42.7
	YES!	5,747	36.6
117.If I had a personal problem, I could ask my mom or dad for help.	NO!	1,061	6.7
	no	1,811	11.5
	yes	6,226	39.4
	YES!	6,705	42.4
118.Do you feel very close with your father?	NO!	2,049	13.0
	no	2,657	16.9
	yes	5,668	36.0
	YES!	5,371	34.1
119.My parents give me lots of chances to do fun things with them.	NO!	907	5.8
	no	3,482	22.1
	yes	6,861	43.6
	YES!	4,496	28.6

Question	Response	#	%
120.My parents ask if I've gotten my homework done.	NO!	914	5.8
	no	2,411	15.3
	yes	6,545	41.6
	YES!	5,864	37.3
121.People in my family have serious arguments.	NO!	3,138	19.9
	no	7,513	47.8
	yes	3,590	22.8
	YES!	1,492	9.5
122.Would your parents know if you did not come home on time?	NO!	594	3.8
	no	2,100	13.3
	yes	6,937	44.0
	YES!	6,118	38.8
123.It is important to be honest with your parents, even if they become upset or you get punished.	NO!	599	3.8
	no	1,903	12.1
	yes	7,161	45.4
	YES!	6,096	38.7
124.My parents notice when I am doing a good job and let me know about it.	Never or Almost Never	1,017	6.5
	Sometimes	4,294	27.3
	Often	5,388	34.3
	All the time	5,032	32.0
125.How often do your parents tell you they're proud of you for something you've done?	Never or Almost Never	1,304	8.3
	Sometimes	4,133	26.3
	Often	5,551	35.3
	All the time	4,742	30.1
126.During a typical week, how many times do all or most of your family that live in your home eat dinner together?	0	1,449	9.2
	1	1,173	7.5
	2	1,439	9.2
	3	1,739	11.1
	4	1,997	12.7
	5	2,624	16.7
	6	1,932	12.3
	All 7 days	3,342	21.3

Question	Response	#	%
127.If you drank ALCOHOL (beer, wine, or hard liquor) and not just a sip or taste in the past year, how did you USUALLY get it? (Choose all that apply)	I did not drink alcohol in the past year	6,978	44.0
	I bought it myself with a fake ID	220	1.4
	I bought it myself without a fake ID	325	2.0
	I got it from someone I know 21 or older	4,796	30.2
	I got it from someone I know under 21	2,628	16.6
	I got it from my brother or sister	1,054	6.6
	I got it from home with my parents' permission	1,598	10.1
	I got it from home without my parents' permission	1,809	11.4
	I got it from another relative	947	6.0
	A stranger bought it for me	722	4.6
	I took it from a store or shop	275	1.7
	Other	2,085	13.1
128.How many times have you changed homes since kindergarten?	Never	5,105	32.6
	1 or 2 times	4,995	31.9
	3 or 4 times	2,635	16.8
	5 or 6 times	1,391	8.9
	7 or more times	1,537	9.8
129.Has anyone in your family ever had a severe alcohol or drug problem?	No	9,462	60.3
	Yes	6,220	39.7
103.About how many adults (over 21) have you known personally who in the past year have:			
130a.used marijuana, crack, cocaine, or other drugs?	0 adults	8,744	55.9
	1 adult	2,419	15.5
	2 adults	1,687	10.8
	3-4 adults	1,202	7.7
	5+ adults	1,602	10.2

Question	Response	#	%
130b.sold or dealt drugs?	0 adults	11,518	73.8
	1 adult	1,681	10.8
	2 adults	1,079	6.9
	3-4 adults	648	4.2
	5+ adults	686	4.4
130c.done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging others, etc.?	0 adults	10,524	67.4
	1 adult	2,245	14.4
	2 adults	1,190	7.6
	3-4 adults	695	4.5
	5+ adults	953	6.1
130d.gotten drunk or high?	0 adults	4,236	27.1
	1 adult	2,537	16.3
	2 adults	2,050	13.1
	3-4 adults	1,880	12.0
	5+ adults	4,903	31.4

THE FOLLOWING QUESTIONS ARE SPECIFIC TO MONTANA PREVENTION NEEDS ASSESSMENT SURVEY FORM 1

131.During the past 30 days, have you seen any of the following groups smoking cigarettes on school property? (Mark all that apply)	Students	3,209	40.4
	Teachers	743	9.3
	Other people who work at school	716	9.0
	People who don't work at school	1,453	18.3
	I have not see anybody smoking on school property	3,915	49.2
132.During the past 30 days, have you been with somebody who was smoking? This could be at home, school, or any other place (Mark all that apply)	Yes, I was in the same room	3,452	43.4
	Yes, I was in a car	2,624	33.0
	No, I was not around anybody who smoked	3,445	43.3
133.Do you think the smoke from other people's cigarettes is harmful to you?	Definitely yes	5,361	68.7
	Probably yes	2,036	26.1
	Probably not	305	3.9
	Definitely not	103	1.3

Question	Response	#	%
134.Not counting yourself, does anyone who lives in your home do the following? (Mark all that apply)	Smoke cigarettes	2,547	32.0
	Chew tobacco, snuf, or dip	1,450	18.2
	No one smokes or chews tobacco in my home	4,362	54.9
135.During the past 30 days, how did you usually get your own chewing tobacco, snuff, or dip?	I did not use chew, snuff, or dip in the past 30 days	6,973	91.4
	I bought it in a store	284	3.7
	I got it from someone else	170	2.2
	I gave someone else money to buy it for me	109	1.4
	I stole it	16	0.2
	I got it in some other way	20	0.3
	A person 18 years old or older gave it to me	56	0.7
136.During the past 30 days, how did you usually get your own cigarettes?	I did not smoke cigarettes in the past 30 days	6,555	86.3
	I bought it in a store	350	4.6
	I got it from someone else	337	4.4
	I gave someone else money to buy it for me	176	2.3
	I stole it	37	0.5
	I got it in some other way	42	0.6
	A person 18 years old or older gave it to me	100	1.3
137.When you bought or tried to buy cigarettes in a store during the past 30 days, were you ever asked to show how old you were?	I did not buy cigarettes	7,077	91.2
	No, I was not asked to show proof of my age	214	2.8
	Yes, I was asked to show proof of my age	468	6.0

THE FOLLOWING QUESTIONS ARE SPECIFIC TO MONTANA PREVENTION NEEDS ASSESSMENT SURVEY FORM 2

Question	Response	#	%
131 .Is your use of alcohol or drugs causing problems in areas such as your feelings, emotions, family, friends, job, legal, school, health, financial status, or participation in athletic events?	I do not use alcohol or drugs	4,567	58.9
	No problem	2,407	31.0
	Slight problem	479	6.2
	Moderate problem	206	2.7
	Severe problem	97	1.3
132 .In the past year, have you held a paying job while attending school?	No	4,572	59.0
	Yes, 20 hours or less per week	2,228	28.8
	Yes, more than 20 hours per week	944	12.2
133 .Have you ever received an alcohol or drug related ticket?	No	7,090	92.1
	Yes	610	7.9
134.Now think about all the students in your grade at your school. How many of them do you think...			
134a.smoke one or more cigarettes a day?	None (0%)	1,167	15.1
	Few (1-10%)	2,028	26.3
	Some (11-30%)	1,775	23.0
	Half or less (31-50%)	1,324	17.2
	Half or more (51-70%)	939	12.2
	Most (71-90%)	360	4.7
	Almost all (91-100%)	110	1.4
134drank alcohol sometime in the past month?	None (0%)	580	7.5
	Few (1-10%)	918	11.9
	Some (11-30%)	911	11.8
	Half or less (31-50%)	1,093	14.2
	Half or more (51-70%)	1,588	20.7
	Most (71-90%)	1,904	24.8
	Almost all (91-100%)	695	9.0
134c.used marijuana sometime in the past month?	None (0%)	1,390	18.1
	Few (1-10%)	1,880	24.4
	Some (11-30%)	1,424	18.5
	Half or less (31-50%)	1,176	15.3
	Half or more (51-70%)	1,021	13.3
	Most (71-90%)	600	7.8
	Almost all (91-100%)	205	2.7

Question	Response	#	%
134d.used an illegal drug in the past month (not including marijuana)?	None (0%)	2,097	27.3
	Few (1-10%)	2,938	38.2
	Some (11-30%)	1,285	16.7
	Half or less (31-50%)	683	8.9
	Half or more (51-70%)	419	5.5
	Most (71-90%)	194	2.5
	Almost all (91-100%)	72	0.9
135 .In your opinion, what percentage of parents gave a clear message about drug use to their children during the past three months?	None	540	7.1
	1-20%	1,268	16.6
	21-40%	1,413	18.5
	41-60%	1,478	19.3
	61-80%	1,276	16.7
	81-100%	1,143	14.9
136a.Sometimes students have problems they talk to an adult about. Is there an adult in your life you can talk to about your problems? (Mark all that apply)	7	537	7.0
	No	913	11.7
	Parent	5,630	72.2
	Relative	3,524	45.2
	Youth leader (scouts, church, etc.)	1,345	17.3
	Teacher or counselor at school	2,255	28.9
	Family doctor	494	6.3
137.In the past year, in which of the following activities have you PARTICIPATED?	Other adult	2,732	35.1
137a.sports teams	No	2,252	30.2
	Yes	5,213	69.8
137scouting	No	5,791	92.3
	Yes	482	7.7
137c.boys and girls clubs	No	5,775	92.1
	Yes	493	7.9
137d.4-H clubs	No	5,579	88.6
	Yes	717	11.4
137e.service clubs (YMCA, FFA, DECA, etc.)	No	4,860	74.6
	Yes	1,659	25.4

Question	Response	#	%
137f.other clubs or activities	No	2,536	35.4
	Yes	4,619	64.6
138.How often do you use each of the following to get information about news and current events?			
138a.Radio	Almost Every Day	3,244	43.1
	At Least Once a Week	1,631	21.7
	Once or Twice a Month	834	11.1
	A few Times a Year	768	10.2
	Never	1,043	13.9
138TV	Almost Every Day	4,189	55.3
	At Least Once a Week	1,948	25.7
	Once or Twice a Month	705	9.3
	A few Times a Year	365	4.8
	Never	366	4.8
138c.Newspaper	Almost Every Day	1,903	25.3
	At Least Once a Week	2,352	31.3
	Once or Twice a Month	1,512	20.1
	A few Times a Year	812	10.8
	Never	933	12.4
138d.Magazines	Almost Every Day	1,011	13.4
	At Least Once a Week	1,863	24.7
	Once or Twice a Month	2,289	30.4
	A few Times a Year	1,254	16.6
	Never	1,116	14.8
139 .How many hours do you estimate that you spend listening to the radio on an average DAY?	None	1,262	16.6
	Half-hour or less	2,805	36.9
	About 1 hour	1,432	18.8
	About 2 hours	824	10.8
	About 3 hours	494	6.5
	About 4 hours	274	3.6
	5 hours or more	511	6.7

Question	Response	#	%
140 .How much TV do you estimate you watch on an average WEEKDAY?	None	499	6.6
	Half-hour or less	1,157	15.4
	About 1 hour	1,680	22.3
	About 2 hours	1,723	22.9
	About 3 hours	1,141	15.2
	About 4 hours	598	8.0
	5 hours or more	722	9.6
141 .How much TV do you estimate you watch on an average WEEKEND (both Saturday and Sunday combined)?	None	442	5.8
	Less than 1 hour	704	9.3
	1-2 hours	1,451	19.1
	3-4 hours	2,075	27.4
	5-6 hours	1,371	18.1
	7-8 hours	701	9.2
	9 hours or more	842	11.1
#138 How honest were you in filling out this on survey? 1; #142 on form 2.	I was very honest	12,392	80.4
	I was honest pretty much of the time	2,651	17.2
	I was honest some of the time	282	1.8
	I was honest once in a while	91	0.6

Appendix D: Item Dictionary for the 2008 Montana PNA Survey

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
DEMOGRAPHICS				
What is your Zip Code?	With Heading	Zip Code	Zip Code	Zip code
Are you:	Female Male	1	1	1
How old are you?	10 or younger, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	2	2	2
What grade are you in?	6, 7, 8, 9, 10, 11, 12	3	3	3
Are you Hispanic or Latino?	Yes, No	---	---	4
What is your race? (Select one or more) *2006 survey and previous administrations included Hispanic and were worded as follows: Please choose the ONE answer that BEST describes what you consider yourself to be	White, not of Hispanic origin; Black, or African American; American Indian/Native American, Eskimo, or Aleut; Asian; Pacific Islander; Other	4	4	5
What is the highest level of schooling completed by your mother or father?	See questionnaire for complete list of school completion categories	5	5	6
Think of where you live most of the time. Which of the following people live there with you?	See questionnaire for complete list of family members	6	6	7 a-p
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?	0, 1, 2, 3, 4, 5, 6 more	124	127	---
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are younger than you?	same as above	123	126	---
COMMUNITY: Low neighborhood Attachment				
I'd like to get out of my neighborhood.	NO!, no, yes, YES!	83	85	85
I like my neighborhood.	same as above	81	83	83
If I had to move, I would miss the neighborhood I now live in.	same as above	79	81	81

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
COMMUNITY: Community Disorganization				
<i>How much do each of the following statements describe your neighborhood:</i>				
crime and/or drug selling.	NO!, no, yes, YES!	78a	80a	80a
fights.	same as above	78b	80b	80b
lots of empty or abandoned buildings.	same as above	78c	80c	80c
lots of graffiti.	same as above	78d	80d	80d
I feel safe in my neighborhood.	same as above	86	88	88
COMMUNITY: Transitions and Mobility				
Have you changed homes in the past year (the last 12 months)?	No, Yes	125	128	---
How many times have you changed homes since kindergarten?	Never, 1or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	126	129	128
Have you changed schools in the past year (including changing from elementary to middle and middle to high school)?	No, Yes	127	130	---
How many times have you changed schools since kindergarten?	Never, 1or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	128	131	---
COMMUNITY: Laws and Norms Favorable to Drug Use				
<i>How wrong would most adults in your neighborhood think it was for kids your age:</i>				
to use marijuana.	Very Wrong, Wrong, A little bit wrong, Not wrong at all	77a	79a	79a
to drink alcohol.	same as above	77b	79b	79b
to smoke cigarettes.	same as above	77c	79c	79c
If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!, no, yes, YES!	90	92	92
If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	88	90	90
If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	91	93	93

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
COMMUNITY: Perceived Availability of Drugs				
If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	93	95	95
If you wanted to get some cigarettes, how easy would it be for you to get some?	same as above	92	94	94
If you wanted to get some marijuana, how easy would it be for you to get some?	same as above	96	98	98
If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	same as above	94	96	96
COMMUNITY: Perceived Availability of Handguns				
If you wanted to get a handgun, how easy would it be for you to get one?	same as above	95	97	97
COMMUNITY: Community Opportunities for Prosocial Involvement				
There are lots of adults in my neighborhood I could talk to about something important	NO!, no, yes, YES!	82	84	84
<i>Which of the following activities for people your age are available in your community?</i>				
sports teams.	No, Yes	87a	89a	89a
scouting.	same as above	87b	89b	89b
boys and girls clubs.	same as above	87c	89c	89c
4-H clubs.	same as above	87d	89d	89d
service clubs.	same as above	87e	89e	89e
COMMUNITY: Rewards for Prosocial Involvement				
My neighbors notice when I am doing a good job and let me know about it.	NO!, no, yes, YES!	80	82	82
There are people in my neighborhood who encourage me to do my best.	same as above	85	87	87
There are people in my neighborhood who are proud of me when I do something well.	same as above	84	86	86

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
FAMILY: Poor Family Management				
My parents ask if I've gotten my homework done.	NO!, no, yes, YES!	117	120	120
Would your parents know if you did not come home on time?	same as above	119	122	122
When I am not at home, one of my parents knows where I am and who I am with.	same as above	101	104	104
The rules in my family are clear	same as above	99	102	102
My family has clear rules about alcohol and drug use.	same as above	104	107	107
If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	same as above	103	106	106
If you skipped school would you be caught by your parents?	same as above	107	110	110
If you carried a handgun without your parents' permission, would you be caught by your parents?	same as above	106	109	109
FAMILY: Family Conflict				
People in my family often insult or yell at each other.	NO!, no, yes, YES!	100	103	103
People in my family have serious arguments.	same as above	118	121	121
We argue about the same things in my family over and over.	same as above	102	105	105

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
FAMILY: Family History of Antisocial Behavior				
Has anyone in your family ever had a severe alcohol or drug problem?	No, Yes	129	132	129
<i>Have any of your brothers or sisters ever:</i>				
drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No, Yes, I don't have any brothers or sisters	98a	101a	101a
smoked marijuana?	same as above	98b	101b	101b
smoked cigarettes?	same as above	98c	101d	101d
taken a handgun to school?	same as above	98d	101e	101e
been suspended or expelled from school?	same as above	98e	101f	101f
<i>About how many adults have you know personally who in the past year have:</i>				
used marijuana, crack cocaine, or other drugs?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	130a	133a	130a
sold or dealt drugs?	same as above	130b	133b	130b
done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc?	same as above	130c	133c	130c
gotten drunk or high?	same as above	130d	133d	130d
FAMILY: Parental Attitudes Favorable Toward Drug Use				
<i>How wrong do your parents feel it would be for you to:</i>				
drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very wrong, Wrong, A little bit wrong, Not wrong at all	97a	100a	100a
smoke cigarettes?	same as above	97b	100b	100b
smoke marijuana?	same as above	97c	100d	100d
FAMILY: Parental Attitudes Favorable to Antisocial Behavior				
steal anything worth more than \$5?	Very wrong, Wrong, A little bit wrong, Not wrong at all	97d	100e	100e
draw graffiti, or write things, or draw pictures on buildings or other property (without the owner's permission)?	same as above	97e	100f	100f
pick a fight with someone?	same as above	97f	100g	100g

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
FAMILY: Attachment				
Do you feel very close to your mother?	NO!, no, yes, YES!	108	111	111
Do you share your thoughts and feeling with your mother?	same as above	109	112	112
Do you feel very close to your father?	same as above	115	118	118
Do you share your thoughts and feeling with your father?	same as above	111	114	114
FAMILY: Opportunities for Prosocial Involvement				
My parents give me lots of chances to do fun things with them.	NO!, no, yes, YES!	116	119	119
My parents ask me what I think before most family decisions affecting me are made.	same as above	110	113	113
If I had a personal problem, I could ask my mom or dad for help.	same as above	114	117	117
FAMILY: Rewards for Prosocial Involvement				
My parents notice when I am doing a good job and let me know about it.	Never or almost never, Sometimes, Often, All the time	121	124	124
How often do your parents tell you they're proud of you for something you've done?	same as above	122	125	125
Do you enjoy spending time with your mother?	NO!, no, yes, YES!	112	115	115
Do you enjoy spending time with your father?	same as above	113	116	116
SCHOOL: Academic Failure				
Putting them all together, what were your grades like last year?	Mostly F's, Mostly D's, Mostly C's, Mostly B's, Mostly A's	19	19	20
Are your school grades better than the grades of most students in your class?	NO!, no, yes, YES!	15	15	16

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
SCHOOL: Little Commitment to School				
How often do you feel that the school work you are assigned is meaningful and important?	Almost Always, Often, Sometimes, Seldom, Never	18	18	19
How interesting are most of your courses to you?	Very Interesting & Stimulating, Quite Interesting, Fairly Interesting, Slightly Dull, Very Dull	21	21	22
How important do you think the things you are learning in school are going to be for your later life?	Very Important, Quite Important, Fairly Important, Slightly Important, Not at all Important	20	20	21
<i>Now, thinking back over the past year in school, how often did you...</i>				
enjoy being in school?	Never, Seldom, Sometimes, Often, Almost Always	17a	17a	18a
hate being in school?	same as above	17b	17b	18b
try to do your best work in school?	same as above	17c	17c	18c
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"	None, 1, 2, 3, 4-5, 6-10, 11 or more	22	22	23
SCHOOL: Opportunities for Prosocial Involvement				
In my school, students have lost of chances to help decide things like class activities and rules.	NO!, no, yes, YES!	7	7	8
There are lots of chances for students in my school to talk with a teacher one-on-one.	same as above	11	11	12
Teachers ask me to work on special classroom projects.	same as above	8	8	9
There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	same as above	10	10	11
I have lots of chances to be part of class discussions or activities.	same as above	16	16	17
SCHOOL: Rewards for Prosocial Involvement				
My teacher(s) notices when I am doing a good job and lets me know about it.	NO!, no, yes, YES!	9	9	10
The school lets my parents know when I have done something well.	same as above	13	13	14
I feel safe at my school.	same as above	12	12	13
My teacher(s) praise me when I work hard in school.	same as above	14	14	15

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
PEER-INDIVIDUAL: Rebelliousness				
I do the opposite of what people tell me, just to get them mad.	Very False, Somewhat False, Somewhat True, Very True	37	37	38
I ignore the rules that get in my way.	same as above	39	39	40
I like to see how much I can get away with.	same as above	38	38	39
PEER-INDIVIDUALS: Early Initiation of Drug Use				
<i>How old were you when you first:</i>				
smoked marijuana?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	25a	25a	26a
smoked a cigarette, even just a puff?	same as above	25b	25b	26b
had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)	same as above	25c	25c	26c
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	25d	25d	26d
PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior				
got suspended from school?	same as above	25f	25g	26g
got arrested?	same as above	25g	25h	26h
carried a handgun?	same as above	25h	25i	26i
attacked someone with the idea of seriously hurting them?	same as above	25i	25j	26j
PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior				
<i>How wrong do you think it is for someone your age to...</i>				
take a handgun to school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	26a	26a	27a
steal anything worth more than \$5?	same as above	26b	26b	27b
pick a fight with someone?	same as above	26c	26c	27c
attack someone with the idea of seriously hurting them?	same as above	26d	26d	27d
stay away from school all day when their parents think they are at school?	same as above	26e	26e	27e

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use				
<i>How wrong do you think it is for someone you age to:</i>				
drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	26f	26f	27f
smoke cigarettes?	same as above	26g	26g	27g
smoke marijuana?	same as above	26h	26h	27h
use LSD, cocaine, amphetamines or another illegal drug?	same as above	26i	26i	27i
PEER-INDIVIDUALS: Intentions to Use				
<i>Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:</i>				
I will smoke cigarettes.	NO!, no, yes, YES!	48a	48a	49a
I will drink beer, wine, or liquor.	same as above	48c	48b	49b
I will smoke marijuana.	same as above	48d	48c	49c
PEER-INDIVIDUALS: Perceived Risks of Drug Use				
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>				
Smoke one or more packs of cigarettes per day?	No Risk, Slight Risk, Moderate Risk, Great Risk	49a	49a	50a
Try marijuana once or twice?	same as above	49c	49c	50c
Smoke marijuana regularly?	same as above	49d	49d	50d
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	same as above	49e	49e	50e

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
PEER-INDIVIDUALS: Interaction with Antisocial Peers				
<i>Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>				
been suspended from school?	None, 1, 2, 3, 4	23h	23h	24h
carried a handgun?	same as above	23j	23j	24j
sold illegal drugs?	same as above	23k	23k	24k
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	23m	23m	24m
been arrested?	same as above	23n	23n	24n
dropped out of school?	same as above	23o	23o	24o
PEER-INDIVIDUALS: Friends' Use of Drugs				
<i>Think of you four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>				
smoked cigarettes?	0, 1, 2, 3, 4	23b	23b	24b
tried beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	same as above	23c	23c	24c
used marijuana?	same as above	23e	23e	24e
used LSD, cocaine, amphetamines or another illegal drugs?	same as above	23g	23g	24g
PEER-INDIVIDUALS: Sensation Seeking				
<i>How many times have you done the following things?</i>				
Done what feels good no matter what.	Never , I've done it but not in the past year, Less than once a month, About once a month, 2 or 3 times a month, Once a week or more	28a	28a	29a
Done something dangerous because someone dared you to do it.	same as above	28b	28b	29b
Done crazy things even if they are a little dangerous.	same as above	28c	28c	29c

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
PEER-INDIVIDUALS: Rewards for Antisocial Involvement				
<i>What are the chances you would be seen as cool if you:</i>				
smoked cigarettes?	No or Very Little Chance, Little Chance, Some Chance, Pretty Good Chance, Very Good Chance	24a	24a	25a
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	24c	24c	25c
used marijuana?	same as above	24e	24e	25e
carried a handgun?	same as above	24g	24g	25g
PEER-INDIVIDUALS: Gang Involvement				
Have you ever belonged to a gang?	No; No, but would like to; Yes, in the past; Yes, belong now; Yes, but would like to get out	31	31	32
PEER-INDIVIDUALS: Depressive Symptoms				
Sometimes I think that life is not worth it.	NO!, no, yes, YES!	42	42	43
At times I think I am no good at all.	same as above	43	43	44
All in all, I am inclined to think that I am a failure.	same as above	44	44	45
In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes.	same as above	45	45	46
PEER-INDIVIDUALS: Religiosity				
How often do you attend religious services or activities?	Never, Rarely, 1-2 Times a Month, About Once a Week or More	36	36	37

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
PEER-INDIVIDUAL: Social Skills				
You're looking at CD's in a music store with a friend. You look up and see her slip and CD under her coat. She smile and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?	Ignore her, Grab a CD and leave the store, Tell her to put the CD back, Act like it's a joke and ask her to put the CD back	32	32	---
It's 8:00 on a week night and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	Leave the house anyway, Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out, Not say anything and start watching TV, Get into an argument with her	35	35	---
You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Push the person back, Say "Excuse me" and keep on walking, Say "Watch where you're going" and keep on walking, Swear at the person and walk away	33	33	---
You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Drink it; Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else; Just say "No, thanks" and walk away; Make up a good excuse, tell your friend you had something else to do, and leave	34	34	---
PEER-INDIVIDUALS: Belief in Moral Order				
I think it is okay to take something without asking if you can get away with it.	NO!, no, yes, YES!	47	47	48
I think sometimes it's okay to cheat at school.	same as above	40	40	41
It is all right to beat up people if they start the fight.	same as above	46	46	47
It is important to be honest with your parents, even if they become upset or you get punished.	same as above	120	123	123
PEER-INDIVIDUALS: Prosocial Involvement				
<i>How many times in the past year (12 months) have you...</i>				
participated in clubs, organizations and activities at school?	Never 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	29e	29e	30e
done extra work on your own for school?	Same as above	29g	29g	30g
volunteered to do community service?	Same as above	29j	29j	30j

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
PEER-INDIVIDUALS: Rewards for Prosocial Involvement				
<i>What are the chances you would be seen as cool if you:</i>				
worked hard in school?	Very good chance, Pretty good chance, Some chance, Little chance, No or very little chance	24b	24b	25b
defended someone who was being verbally abused at school?	Same as above	24d	24d	25d
regularly volunteered to do community service?	Same as above	24h	24h	25h
PEER-INDIVIDUALS: Interaction with Prosocial Peers				
<i>Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>				
participated in clubs, organizations and activities at school?	0, 1, 2, 3, 4	23a	23a	24a
made the commitment to stay drug-free?	Same as above	23d	23d	24d
tried to do well in school?	Same as above	23f	23f	24f
liked school?	Same as above	23i	23i	24i
regularly attended religious services?	Same as above	23l	23l	24l
DRUG USE OUTCOMES				
Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	71	73	74
How frequently have use used smokeless tobacco during the past 30 days?	Never; Once or twice; Once or twice per week; About once a day; More than once a day	72	74	75
Have you ever smoked cigarettes?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	73	75	76
During the past 30 days, on how many days did you smoke cigarettes?	0 days, 1 or 2 days, 3 to 5 days, 6 to 9 days, 10 to 19 days, 20 to 29 days, All 30 days	74	76	77
On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	50	50	51
On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	same as above	51	51	52
Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	None, Once, Twice, 3-5 times, 6-9 times, 10 or more times	70	72	73

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
On how many occasions (if any) have you used marijuana in your lifetime?	same as above	52	52	53
On how many occasions (if any) have you used marijuana during the past 30 days?	same as above	53	53	54
On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+ above	54	54	55
On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	same as above	55	55	56
On how many occasions (if any) have you used cocaine or crack in your lifetime?	same as above	56	56	57
On how many occasions (if any) have you used cocaine or crack during the past 30 days?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	57	57	58
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	same as above	58	58	59
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	same as above	59	59	60
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in your lifetime?	same as above	60	60	61
On how many occasions (if any) have you used phenoxydine (pox, px, breeze) in the past 30 days?	same as above	61	61	62
On how many occasions (if any) have you used methamphetamines (meth, speed, crank, crystal meth) in your lifetime?	same as above	---	62	63
On how many occasions (if any) have you used methamphetamines (meth, speed, crank, crystal meth) in the past 30 days?	same as above	---	63	64
On how many occasions (if any) have you used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, in your lifetime? (2006/2008 wording)	same as above	62*	64	65

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
<p>On how many occasions (if any) have you used stimulants other than methamphetamines (such as amphetamines, Ritalin, or Dexedrine) without a doctor telling you to take them, in the past 30 days (2006/2008 wording)</p> <p>*2004 and previous administration wording was as follows: On how many occasions (if any) have you used stimulants (amphetamines, meth, crystal, crank) without a doctor telling you to take them [in your lifetime]/[in the past 30 days]?</p>	same as above	63*	65	66
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in your lifetime?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40+	64	66	67
On how many occasions (if any) have you used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them in the past 30 days?	same as above	65	67	68
On how many occasions (if any) have you used heroin in your lifetime?	same as above	66	68	69
On how many occasions (if any) have you used heroin in the past 30 days?	same as above	67	69	70
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in your lifetime?	same as above	68	70	71
On how many occasions (if any) have you used MDMA ('X', 'E', or ecstasy) in the past 30 days?	same as above	69	71	72
OUTCOME: Antisocial Behavior				
<i>How many times in the past year (12 months) have you...</i>				
been suspended from school?	Never, 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	29a	29a	30a
carried a handgun?	same as above	29b	29b	30b
sold illegal drugs?	same as above	29c	29c	30c
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	29d	29d	30d
been arrested?	same as above	29f	29f	30f
attacked someone with the idea of seriously hurting them?	same as above	29h	29h	30h
been or high at school	same as above	29i	29i	30i
taken a handgun to school?	same as above	29k	29k	30k

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
FINAL QUESTION				
How honest were you in filling out this survey?	I was very honest; I was honest pretty much of the time; I was honest some of the time; I was honest once in a while; I was not honest at all	139	142	138 (Form 1)
ADDITIONAL QUESTIONS FOUND ON BOTH FORMS				
<i>How old were you when you first:</i>				
used smokeless tobacco (dip, snuff, chew).	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	---	25e	26e
used methamphetamines (meth, ice, crystal, or speed).	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	---	25f	26f
<i>What are the chances you would be seen as cool if you:</i>				
used smokeless tobacco?	Very good chance, Pretty good chance, Some chance, Little chance, No or very little chance	24f	24f	25f
At school during the past 12 months, did you receive help from the resource teacher, speech therapist or other special education teacher?	No, Yes	27	27	28
Are you currently on probation, or assigned a probation officer with Juvenile Court	No, Yes	30	30	31
During the past 12 months, have you talked with at least once of your parents about the dangers of tobacco, alcohol, or other drug use? By parents, we mean your biological parents, adoptive parents, stepparents, or adult guardians – whether or not they live with you. (Choose all that apply)	No, I did not talk with my parents about the dangers of tobacco, alcohol, or drug use; Yes, I talked with my parents about the dangers of tobacco use; Yes, I talked with my parents about the dangers of alcohol use; Yes, I talked with my parents about the dangers of drug use.	---	---	33
During the past 30 days, how many times did you DRIVE a car or other vehicle when you had been drinking?	0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times	---	---	34
During the past 30 days, how many times did you RIDE in a car or other vehicle driven by someone who had been drinking alcohol?	0 times, 1 time, 2 or 3 times, 4 or 5 times, 6 or more times	---	---	35
During the past 12 months, do you recall hearing, reading, or watching an advertisement about the prevention of substance use?	Never; Before, but not in the past year; A few times in past year; Once or twice a month; Once or twice a week; Almost every day	---	---	36
It is important to think before you act.	NO!, no, yes, YES!	41	41	42
<i>Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:</i>				
use smokeless tobacco.	NO!, no, yes, YES!	48b	48b	---

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
use LSD, cocaine, amphetamines or another illegal drug.	NO!, no, yes, YES!	48e	48e	---
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>				
used smokeless tobacco?	No Risk, Slight Risk, Moderate Risk, Great Risk	49b	49b	50b
use methamphetamines (meth, ice, crystal, or speed)?	No Risk, Slight Risk, Moderate Risk, Great Risk	---	49f	50f
have five or more drinks once or twice each weekend?	No Risk, Slight Risk, Moderate Risk, Great Risk	---	---	50g
If you wanted to get some methamphetamines, how easy would it be for you to get some?	same as above	---	99	99
<i>How wrong do your parents feel it would be for you to:</i>				
use smokeless tobacco.	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	---	100c	100c
<i>Have any of your brothers or sisters ever:</i>				
used smokeless tobacco?	No, Yes, I don't have any brothers or sisters	---	101c	101c
Do you think that ceremonial use of tobacco among American Indian people promotes cigarette smoking as a habit?	Definitely yes, Probably yes, Probably not, Definitely not	76	78	---
During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?	I did not smoke cigarettes during the past 30 days, Less than 1 cigarette per day, 1 cigarette per day, 2 to 5 cigarettes per day, 6 to 10 cigarettes per day, 11 to 20 cigarettes per day, More than 20 cigarettes per day	75	77	78
If a kid smoked cigarettes in your neighborhood, would he or she be caught by the police?	NO!, no, yes, YES!	89	91	91
During a typical week, how many times do all or most of your family that live in your home eat dinner together?	0, 1, 2, 3, 4, 5, 6, All 7 days	---	---	126
If you drank ALCOHOL (beer, wine, or hard liquor) and not just a sip or taste in the past year, how did you USUALLY get it? (Choose all that apply.)	I did not drink alcohol in the past year, I bought it myself with a fake ID, I bought it myself without a fake ID, I got it from someone I know age 21 or older, I got it from someone I know under age 21, I got it from my brother or sister, I got it from home with my parents' permission, I got it from home without my parents' permission, I got it from another relative, A stranger bought it for me, I took it from a store or shop, Other	---	---	127
My family has clear rules about cigarettes and tobacco use.	NO!, no, yes, YES!	105	108	108

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
ADDITIONAL QUESTIONS FOUND ON FORM 1				
What rules does your school have about smoking or chewing tobacco on school property?	Smoking or chewing is not allowed on school property; Smoking or chewing is generally not allowed with a few exceptions; Smoking or chewing is allowed in some areas; There are no restrictions on smoking or chewing	131	134	---
During the past 30 days, have you seen any of the following groups smoking cigarettes on school property? (Mark all that apply)	Students; Teachers; Other people who work at school; People who don't work at school; I have not seen anybody smoking on school property	132	135	131
During the past 30 days, have you been with somebody who was smoking? This could be at home, school, or any other place. (Mark all that apply)	Yes, I was in the same room; Yes, I was in a car; No, I was not around anybody who smoked	133	136	132
Do you think the smoke from other people's cigarettes is harmful to you?	Definitely yes, Probably yes, Probably not, Definitely not	134	137	133
Not counting yourself, does anyone who lives in your home do the following? (Mark all that apply)	Smoke cigarettes; Chew tobacco, snuff, or dip; No one smokes or chews tobacco in my home	135	138	134
During the past 30 days, how did you usually get your own chewing tobacco, snuff, or dip?	I did not chew, snuff, or dip in the past 30 days; I bought it in a store; I got it from someone else; I gave someone else money to buy it for me; I stole it; I got it in some other way; A person 18 years old or older gave it to me	136	139	135
During the past 30 days, how did you usually get your own cigarettes?	I did not smoke cigarettes in the past 30 days; I bought them in a store; I got them from someone else; I gave someone else money to buy them for me; I stole them; I got them in some other way; A person 18 years old or older gave them to me	137	140	136
When you bought or tried to buy cigarettes in a store during the past 30 days, were you ever asked to show how old you were?	I did not buy cigarettes; No, I was not asked to show proof of my age; Yes, I was asked to show proof of my age	138	141	137
ADDITIONAL QUESTIONS FOUND ON FORM 2				
How honest were you in filling out this survey?	I was very honest; I was honest pretty much of the time; I was honest some of the time; I was honest once in a while; I was not honest at all	139	142	142 (Form 2)
Is your use of alcohol or drugs causing you problems in areas such as your feelings, emotions, family, friends, job, legal, school, health, financial status, or participation in athletic events?	I do not use alcohol or drugs; No problem; Slight problem; Moderate problem; Severe problem	131	134	131
In the past year, have you held a paying job while attending school?	No; Yes, 20 hours or less per week; Yes, more than 20 hours per week	132	135	132

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
Have you ever received an alcohol or drug related ticket?	No, Yes	133	136	133
<i>Now think about all the students in your grade at school. How many of them do you think...</i>				
smoke one or more cigarettes a day?	None (0%), Few (1-10%), Some (11-30%), Half or less (31-50%), Half or more (51-70%), Most (71-90%), Most (71-90%), Almost all (91-100%)	--	--	134a
drank alcohol sometime in the past month?	None (0%), Few (1-10%), Some (11-30%), Half or less (31-50%), Half or more (51-70%), Most (71-90%), Most (71-90%), Almost all (91-100%)	--	--	134b
used marijuana sometime in the past month?	None (0%), Few (1-10%), Some (11-30%), Half or less (31-50%), Half or more (51-70%), Most (71-90%), Most (71-90%), Almost all (91-100%)	--	--	134c
<i>Students have different ideas of what OTHER students think or do. What do you think is the percentage of Montana students your age who:</i>				
have smoked cigarettes in the past 30 days?	None, 1-20%, 21-40%, 41-60%, 61-80%, 81-100%.	134a***	137a***	--
used smokeless tobacco in the past 30 days?	None, 1-20%, 21-40%, 41-60%, 61-80%, 81-100%.	134b***	137b***	--
would say it is wrong to smoke cigarettes?	None, 1-20%, 21-40%, 41-60%, 61-80%, 81-100%.	134c***	137c***	--
In your opinion, what percentage of parents gave a clear message about drug use to their children during the past three months? **** 2006 and previous response options were as follows: None, 1-20%, 21-40%, 41-60%, 61-80%, 81-100%.	None (0%), Few (1-10%), Some (11-30%), Half or less (31-50%), Half or more (51-70%), Most (71-90%), Most (71-90%), Almost all (91-100%)	135****	138****	135
Sometimes students have problems they talk to an adult about. Is there an adult in your life you can talk to about your problems? (Mark all that apply)	No, Parent, Relative, Youth leader (scouts, church, etc.), Teacher or counselor at school, Family Doctor, Other adults	136	139	136
<i>In the past year, in which of the following activities have you PARTICIPATED?</i>				
sports teams	No, Yes	137a	140a	137a
scouting	No, Yes	137b	140b	137b
boys and girls clubs	No, Yes	137c	140c	137c

SCALES AND QUESTIONS	RESPONSE CATEGORIES	2004 PNA #	2006 PNA #	2008 PNA #
4-H clubs	No, Yes	137d	140d	137d
service clubs (YMCA, FFA, DECA, etc.)	No, Yes	137e	140e	137e
other clubs or activities	No, Yes	137f	140f	137f
<i>How often do you use each of the following to get information about news and current events?</i>				
Radio	Almost every day, At least once a week, Once or twice a month, A few times a year, Never.	---	141a	138a
TV	Same as above	---	141b	138b
Newspaper	Same as above	---	141c	138c
Magazines	Same as above	---	141d	138d
How many hours do you estimate that you spend listening to the radio on an average day?	None, Half-hour or less, About one hour, About two hours, About three hours, About four hours, Five hours or more	---	142	139
How much TV do you estimate you watch on an average WEEKDAY?	Same as above	---	143	140
How much TV do you estimate you watch on an average WEEKEND (both Saturday and Sunday combined)?	Same as above	---	144	141

Appendix E: Description of Profile Reports, Sample Profile Report, and Selected Charts

Males Compared to Females

Risk and Protective Factor Scales and Profiles

Many of the questions on the survey have been combined into risk and protective factor scales. This allows the information contained in items that measure the same type of information to be summarized as a scale score. All of the scales are scored so that the higher the score the greater the risk for risk factors and the greater the protection for protective factors.

A benefit of using the risk and protective factor model in dealing with adolescent social problems is that it provides a method of measuring levels of risk and protection. Once the areas of highest risk and the areas of lowest protection are identified, they can be addressed by programs designed to reduce levels of risk and increase levels of protection. The decreases in risk and increases in protection will ultimately result in a reduction of the rate of youth problem behaviors. After the prevention programs have been implemented, the risk and protective factor levels can again be measured to determine the effectiveness of the intervention.

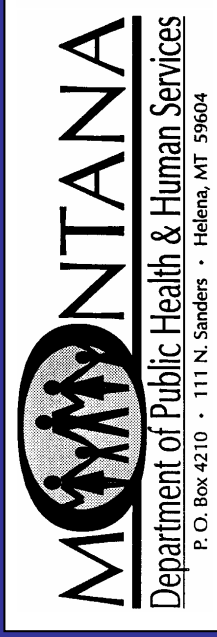
The questions on the survey have been divided into 25 risk factor scales and 12 protective factor scales. An item dictionary that lists the risk and protective factor scales and the questions they contain has been prepared and included in Appendix D for reference.

In order to make the results of the 2008 survey more usable, risk and protective profiles have been developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow a comparison between the percentage of youth at risk for the entire district and specific district schools. Profiles have been prepared for individual schools and for the district.

Interpreting Risk and Protective Factor Profile Reports

In 2000, a profile report was developed by Bach Harrison to help disseminate the results of the survey to a wider range of readers. The profile reports for the Montana survey contain results from the 2004, 2006, and 2008 survey administrations. The purpose of the report is to provide information to prevention planners that will allow them to begin planning prevention services for their areas. The profile reports contain information specific to a geographic area or population group and are designed to assist in prevention planning at the school district, county, region, and state levels. This Appendix contains a sample profile report (grades 8, 10, and 12 for the state) and profile report charts showing males compared to females. Briefly, the report in this Appendix contains a description of the Risk and Protective Factor Framework; a section on how to use the information provided in the report; substance use and antisocial behavior charts for grades 8, 10, and 12; risk and protective factor charts for the three grades; risk and protective factor definitions; and numeric tables that contain all of the data displayed in the charts.

An advantage of having the data available from the profile report is that the ATOD use, antisocial behavior, and the percentage of youth at risk and with protection provide a baseline that can be used to compare the results from future surveys. A community can determine whether it is becoming more or less at risk in an area by comparing the survey results from one survey administration to the next. Through future student survey administrations, schools, communities, and regional and state agencies that deliver prevention services can effectively evaluate their prevention efforts and determine if those efforts are having the desired effect of reducing risk and increasing protection in youth. These changes in risk and protection will, hopefully, result in the reduction of the level of youth problem behaviors in the community.



Department of Public Health and Human Services

Addictive and Mental Disorders Division,
Chemical Dependency Bureau

Montana Prevention Needs Assessment Survey Results for 2008

Results for State of Montana

This report was prepared for the State of Montana by:

Bach Harrison, L.L.C.
116 South 500 East
Salt Lake City, UT 84102
801-359-2064

Introduction

2008 State of Montana Prevention Needs Assessment Survey

Summary for State of Montana

This report summarizes the findings from the State of Montana Prevention Needs Assessment (PNA) Survey that was conducted during the spring of 2008 in grades 8, 10, and 12. For the 2008 survey, schools were also given the voluntary option to survey students in grades 7, 9, and 11. The results for the State of Montana are presented along with comparisons to past years results for State of Montana.

The survey was designed to assess adolescent substance use, antisocial behavior, and the risk and protective factors that predict these adolescent problem behaviors. Table 1 contains the characteristics of the students from the State of Montana who completed the survey.

CONTENTS:

Introduction

Montana PNA Survey as a Tool for Building a Strategic Prevention Framework

Practical Implications of the Assessment

How to Read the Charts in This Report

Tools for Assessment and Planning

Data Charts:

- Substance Use
- Antisocial Behavior
- Risk & Protective Factor Profiles
- Sources of Alcohol

Risk and Protective Factor Scale Definitions

Data Tables

Contacts for Prevention

The Risk and Protective Factor Model of Prevention

Many states and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking, a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors.

Table 1. Characteristics of Participants

Student Totals	State 2004		State 2006		State 2008	
	Number	Percent	Number	Percent	Number	Percent
	18,579	100	18,594	100	16,911	100
Grade						
8	6,207	33.4	7,165	38.5	6,227	36.8
10	6,688	36.0	6,223	33.5	5,810	34.4
12	5,684	30.6	5,206	28.0	4,874	28.8
Gender						
Male	9,125	49.9	9,097	49.9	8,244	49.6
Female	9,167	50.1	9,133	50.1	8,378	50.4
Ethnicity*						
African American	166	0.9	184	1.0	361	1.9
Asian	223	1.2	206	1.1	329	1.8
Hispanic	492	2.7	560	3.1	875	4.7
Native American	1,316	7.2	1,564	8.6	1,769	9.6
Pacific Islander	110	0.6	118	0.6	218	1.2
White	15,485	84.6	15,072	82.8	14,963	80.8
Other	519	2.8	499	2.7	n/a*	

* For 2008, students could select one or more ethnic/racial categories, and the Other category was removed.

Risk and Protective Factors

Protective factors identified through research reviewed by Drs. Hawkins and Catalano include social bonding to family, school, community, and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

The chart at the right shows the links between 19 risk factors and the six problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

RISK FACTORS	PROBLEM BEHAVIORS					
	Substance Abuse	Depression and Anxiety	Delinquency	Teen Pregnancy	School Dropout	Violence
Community						
Availability of drugs and firearms	✓		✓			✓
Community laws and norms favorable toward drug use, firearms and crime	✓		✓			✓
Media portrayals of violence						✓
Transitions and mobility	✓	✓	✓		✓	
Low neighborhood attachment and community disorganization	✓		✓			✓
Extreme economic and social deprivation	✓		✓	✓	✓	✓
Family						
Family history of the problem behavior	✓	✓	✓	✓	✓	✓
Family management problems	✓	✓	✓	✓	✓	✓
Family conflict	✓	✓	✓	✓	✓	✓
Favorable parental attitudes and involvement in the problem behavior	✓	✓	✓			✓
School						
Academic failure in elementary school	✓	✓	✓	✓	✓	✓
Lack of commitment to school	✓	✓	✓	✓	✓	✓
Individual/Peer						
Early and persistent antisocial behavior	✓	✓	✓	✓	✓	✓
Alienation and rebelliousness	✓	✓	✓		✓	
Friends who engage in the problem behavior	✓	✓	✓	✓	✓	✓
Gang involvement	✓	✓	✓			✓
Favorable attitudes toward the problem behavior	✓	✓	✓	✓	✓	
Early initiation of the problem behavior	✓	✓	✓	✓	✓	✓
Constitutional factors	✓	✓	✓			✓

The Montana PNA Survey as a Tool for Building a Strategic Prevention Framework

The Prevention Needs Assessment Survey is an important part of the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention (CSAP) Strategic Prevention Framework Process. CSAP created this 5-step model to guide states and communities through the process of creating planned, data-driven, effective, and sustainable prevention programming. The information presented in this section is taken from CSAP's Strategic Prevention Framework State Incentive Grant description.

Step 1: Profile Population Needs, Resources, and Readiness to Address the Problems and Gaps in Service Delivery

- **Community Needs Assessment:** The results of this survey (presented in this Profile Report and in results reported at the State level) will identify needs for prevention. States should consider administering a survey to assess adolescent substance use, anti-social behavior, and many of the risk and protective factors that predict adolescent problem behaviors. While planning prevention services, communities are urged to collect and use multiple data sources, including archival and social indicators, assessment of existing resources, key informant interviews, as well as survey data.
- **Community Resource Assessment:** It is likely that existing agencies and programs are already addressing some of the prioritized risk and protective factors. It is important to identify the assets and resources already available in the community and the gaps in services and capacity.
- **Community Readiness Assessment:** It is very important for states and communities to have the commitment and support of their members and ample resources to implement effective prevention efforts. Therefore, the readiness and capacity of communities and resources to act should also be assessed.

Step 2: Mobilize and/or Build Capacity to Address Needs: Engagement of key stakeholders at the state and community levels is critical to plan and implement successful prevention activities that will be sustained over time. Some of the key tasks to mobilize the state and communities are to work with leaders and stakeholders to build coalitions, provide training, leverage resources, and help sustain prevention activities.

Step 3: Develop a Comprehensive Strategic Plan: States and communities should develop a strategic plan that articulates not only a vision for the prevention activities, but also strategies for organizing and implementing prevention efforts. The strategic plan should be based on documented needs, build on identified resources/strengths, set measurable objectives, and identify how progress will be monitored. Plans should be adjusted with ongoing needs assessment and monitoring activities. The issue of sustainability should be kept in mind throughout each step of planning and implementation.

Step 4: Implement Evidence-based Prevention Programs and Infrastructure Development Activities: By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as a prioritized risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance. After completing Steps 1, 2, and 3, communities will be able to choose prevention programs that fit the Strategic Framework of the community, match the population served, and are scientifically proven to work. The Western Center for the Application of Prevention Technology website (www.westcapt.org) contains a search engine for identifying Best Practice Programs.

Step 5: Monitor Process, Evaluate Effectiveness, Sustain Effective Programs/Activities, and Improve or Replace Those That Fail: Finally, ongoing monitoring and evaluation are essential to determine if the outcomes desired are achieved and to assess program effectiveness, assess service delivery quality, identify successes, encourage needed improvement, and promote sustainability of effective policies, programs, and practices.

Practical Implications of the Assessment

No Child Left Behind

The Safe and Drug Free Schools and Communities section of the No Child Left Behind Act (NCLB) requires that schools and communities use six Principles of Effectiveness to guide their decisions and spending on federally funded prevention and intervention programs. First introduced in 1998 by the Department of Education, the Principles of Effectiveness outline a data-driven process for ensuring that prevention programs achieve the desired results. The Principles of Effectiveness stipulate that local prevention programs and activities must:

1. be based on a needs assessment using objective data regarding the incidence of drug use and violence,
2. target specific performance objectives,
3. be based on scientific research and be proven to reduce violence or drug use,
4. be based on the analysis of predictor variables such as risk and protective factors,
5. include meaningful and on-going parental input in program implementation, and
6. have periodic evaluations of established performance measures.

The results of the Montana PNA presented in this report can help your school and community comply with the NCLB Act. The Substance Use and Antisocial Behavior charts provide information related to Principle 1 above. The Risk and Protective Factor charts provide information related to Principle 4. Overall, using the Risk and Protective factors planning framework helps schools meet all of the Principles of Effectiveness, and thereby assists schools in complying with the NCLB Act.

Measuring State Standards

The Montana PNA Survey data can also be used to measure state standards such as the Media Literacy Standards identified by the Montana Office of Public Instruction.

How to Read the Charts in this Report

There are five types of charts presented in this report: 1) substance use, 2) antisocial behavior and drinking alcohol and driving, 3) risk factors, 4) protective factors, and 5) sources of alcohol. If your school or community participated in the 2004 and 2006 Montana PNA, then comparison data for those administrations will also be included in the charts. The actual percentages from the charts are presented in tables at the end of this report.

Substance Use Charts

This report contains information about alcohol, tobacco, and other drug use (referred to as ATOD use throughout this report) and other problem behaviors of students. The bars on each chart represent the percentage of students in that grade who reported the behavior. The three sections in the charts represent different types of problem

behaviors. The definitions of each of the types of behavior are provided following.

- **Ever-used** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the percentage of students who have had experience with a particular substance.
- **30-day use** is a measure of the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indicator of the level of current use of the substance.
- **Heavy use** includes **binge drinking** (having five or more drinks in a row during the two weeks prior to the survey) and use of **one-half a pack or more of cigarettes per day**.

How to Read the Charts in this Report, Cont.

Antisocial Behavior Charts

- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement during the past year** with eight antisocial behaviors: suspended from school, drunk or high at school, sold illegal drugs, stolen a vehicle, been arrested, attacked someone to harm them, carried a handgun, or taken a handgun to school. The charts also report past-month rates of drinking alcohol and driving, and being a passenger with a drinking driver.

Risk and Protective Factor Charts

The risk and protective factor charts show the percentage of students at risk and with protection for each of the risk and protective factor scales. The risk and protective factor scales measure specific aspects of a youth's life experience that are associated with youth problem behaviors. A definition of each risk and protective factor scale is contained in Table 2. The factors are grouped into four domains: community, family, school, and peer/individual.

- **The Bars** on the risk and protective factor charts, represent the percentage of students whose answers reflect significant risk or protection. There are bars for the last three administrations of the Montana PNA: 2004, 2006, and 2008. By looking at the percentage of youth at risk and with protection over time, it is possible to determine whether the percentage of students at risk or with protection is increasing, decreasing, or staying the same. This information is important when deciding which risk and protective factors warrant attention.

Brief definitions of the risk and protective factor scales are provided in Table 2 following the profile charts. For more information about risk and protective factors, please refer to the resources listed on the last page of this report under *Contacts for Prevention*.

Sources of Alcohol Charts

The percentage of students who obtained alcohol from 11 specific sources in the past year is shown in charts for each grade. The percentages are based upon only those students who used alcohol in the past year.

Dots and Diamonds

The dots on the charts represent the percentage of all of the youth surveyed across Montana who reported substance use, problem behavior, elevated risk, or elevated protection. The diamonds represent national data from either the Monitoring the Future Survey (MTF) or the 8-State Norm (described below). It should be noted that since MTF surveys only even grades, no MTF data are available for comparison to schools opting to survey odd grades. A comparison to the state-wide and national results provides additional information for your community in determining the relative importance of levels of ATOD use, antisocial behavior, risk, and protection. Information about other students in the state and the nation can be helpful in determining the seriousness of a given level of problem behavior. Scanning across the charts, you can easily determine which factors are most (or least) prevalent for your community. This is the first step in identifying the levels of risk and protection that are operating in your community and which factors your community may choose to address.

The 8-State Norm

The diamonds on the charts allow a comparison between the levels of risk and protection in your community and a more national sample. The 8-State Norm value for each risk and protective factor scale represents the percentage of youth at risk or with protection for eight states across the country. In developing the 8-State Norm, the contribution of each of the eight states was proportional to its percentage of the national population which helps to make the results more representative of youth nationwide. A comparison between the ATOD use rates from the 8-State database and those from the national Monitoring the Future Survey showed the rates to be very similar, which provides added confidence in the validity of the 8-State Norm.

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Prevention Needs Assessment Survey?

Data from the Prevention Needs Assessment Survey can be used to help schools and communities assess current conditions and identify and prioritize local prevention issues.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help the State of Montana make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

What are the numbers telling you?

Review the charts and data tables presented in this report. Using the table below, note your findings as you discuss the following questions.

- Which 3-5 risk factors are of the greatest concern?
- Which 3-5 protective factors are your community's highest priority?
- Which levels of 30-day drug use are of greatest concern?
 - Which substances are your students using the most?
 - At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are of greatest concern?
 - Which behaviors are your students exhibiting the most?
 - At which grades do you see unacceptable behavior levels?

How to decide if a rate is "unacceptable."

- **Look across the charts** – which items stand out as either much higher or much lower than the others?
- **Compare your data with statewide and national data** – differences of 5% between local and other data are probably significant.
- **Determine the standards and values held within your community** – For example: Is it acceptable in your community for a percentage of high school students to drink alcohol regularly as long as that percentage is lower than the overall state rate?

Use these data for planning.

- **Substance use and antisocial behavior data** – identify issues, raise awareness about the problems, and promote school and community dialogue.
- **Risk and protective factor data** – identify key objectives that will help your school or community achieve its prevention goals.
- **The SPF planning model** – guides your prevention planning process. Use the resources listed on the last page of this report, *Contacts for Prevention*, for ideas about prevention programs that have proven effective in addressing the risk factors that are high in your community and improving the protective factors that are low.

MEASURE

Risk Factors

Protective Factors

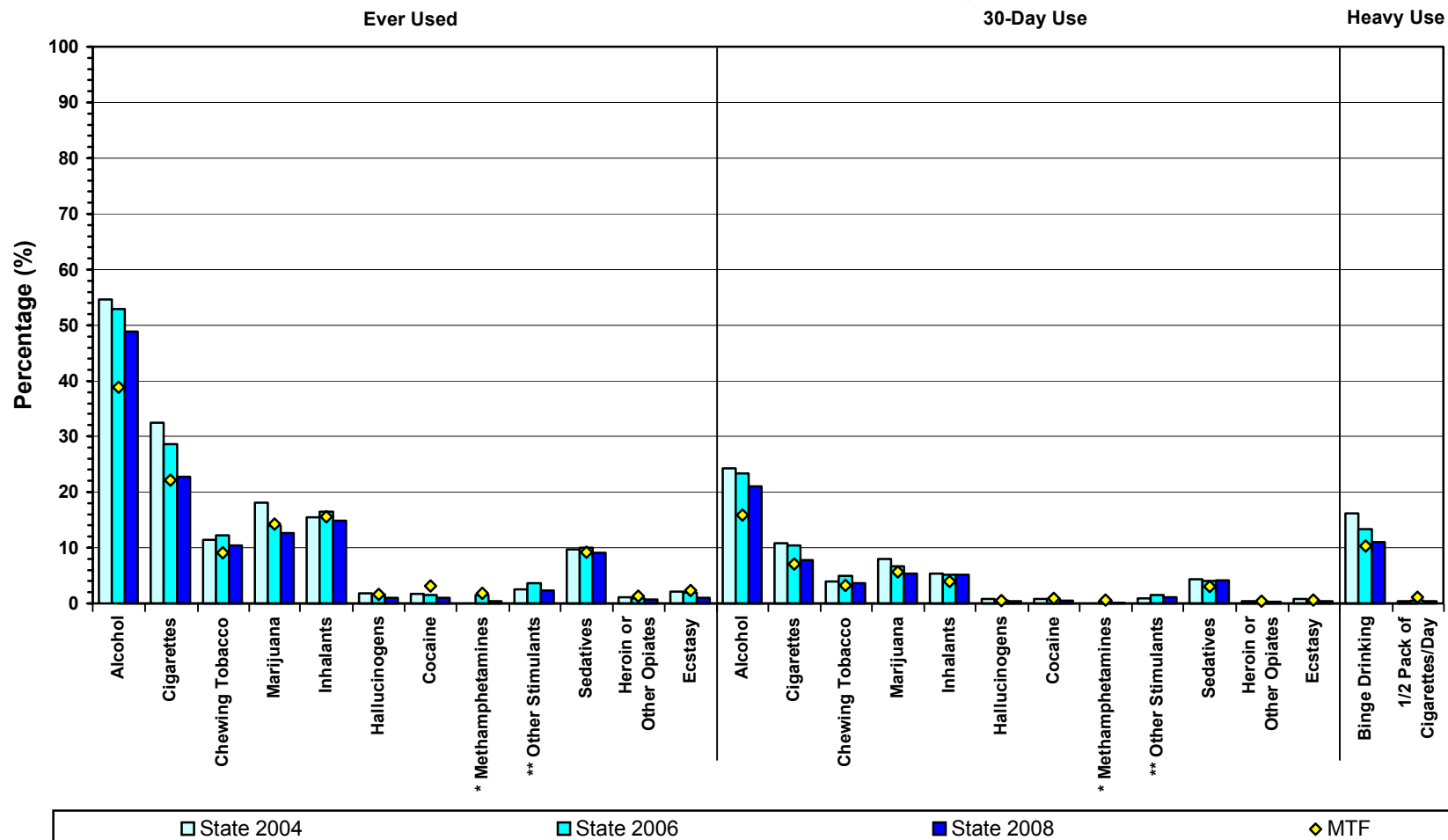
Substance Use

Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 State of Montana Student Survey, Grade 8

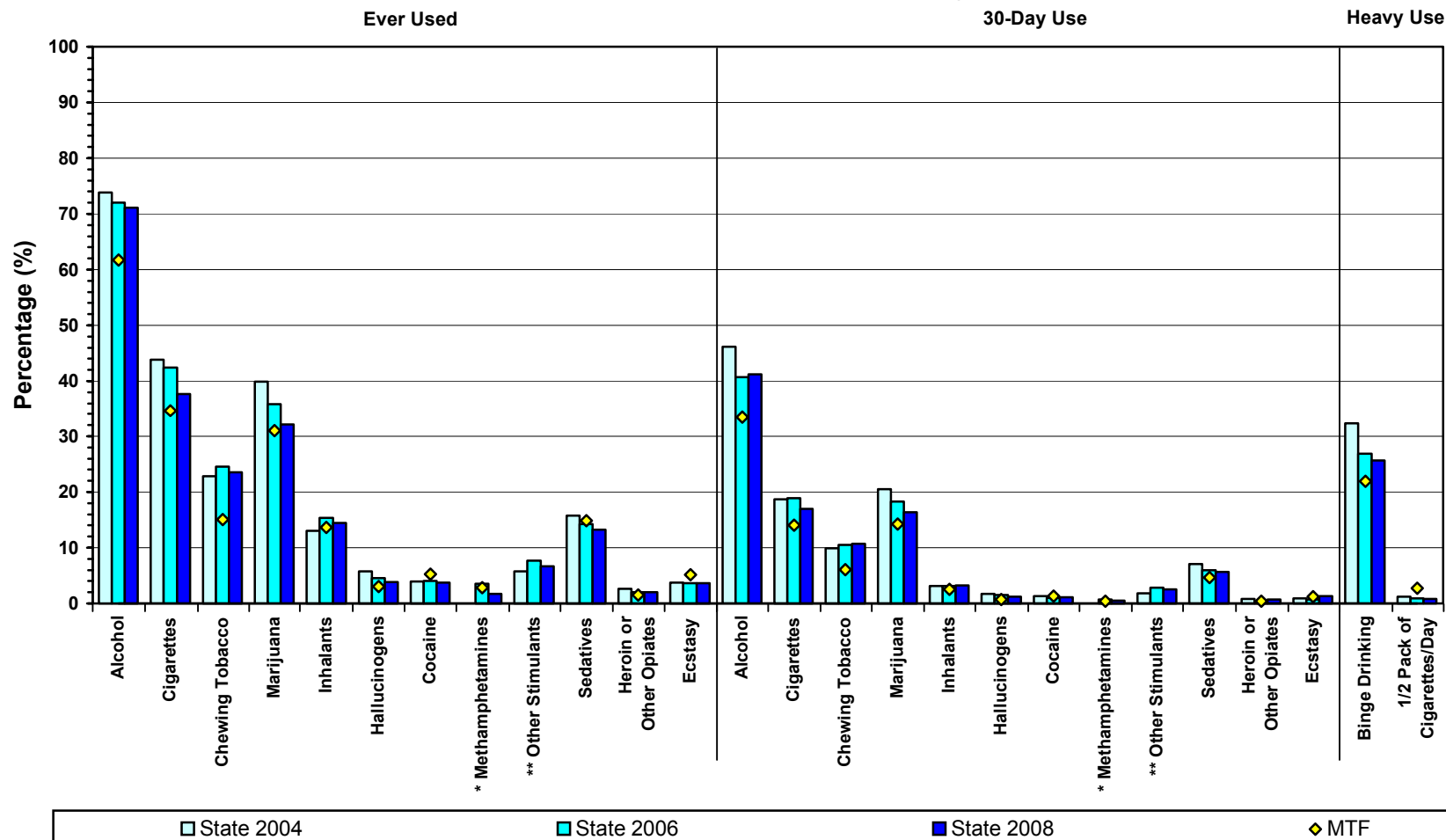


* Methamphetamines were not measured in survey administrations prior to 2006.

** While remaining roughly equivalent across years, please note there were minor changes in the wording of the Other Stimulants question between 2004 and subsequent administrations. Also, MTF has no equivalent for the Other Stimulants question.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 State of Montana Student Survey, Grade 10

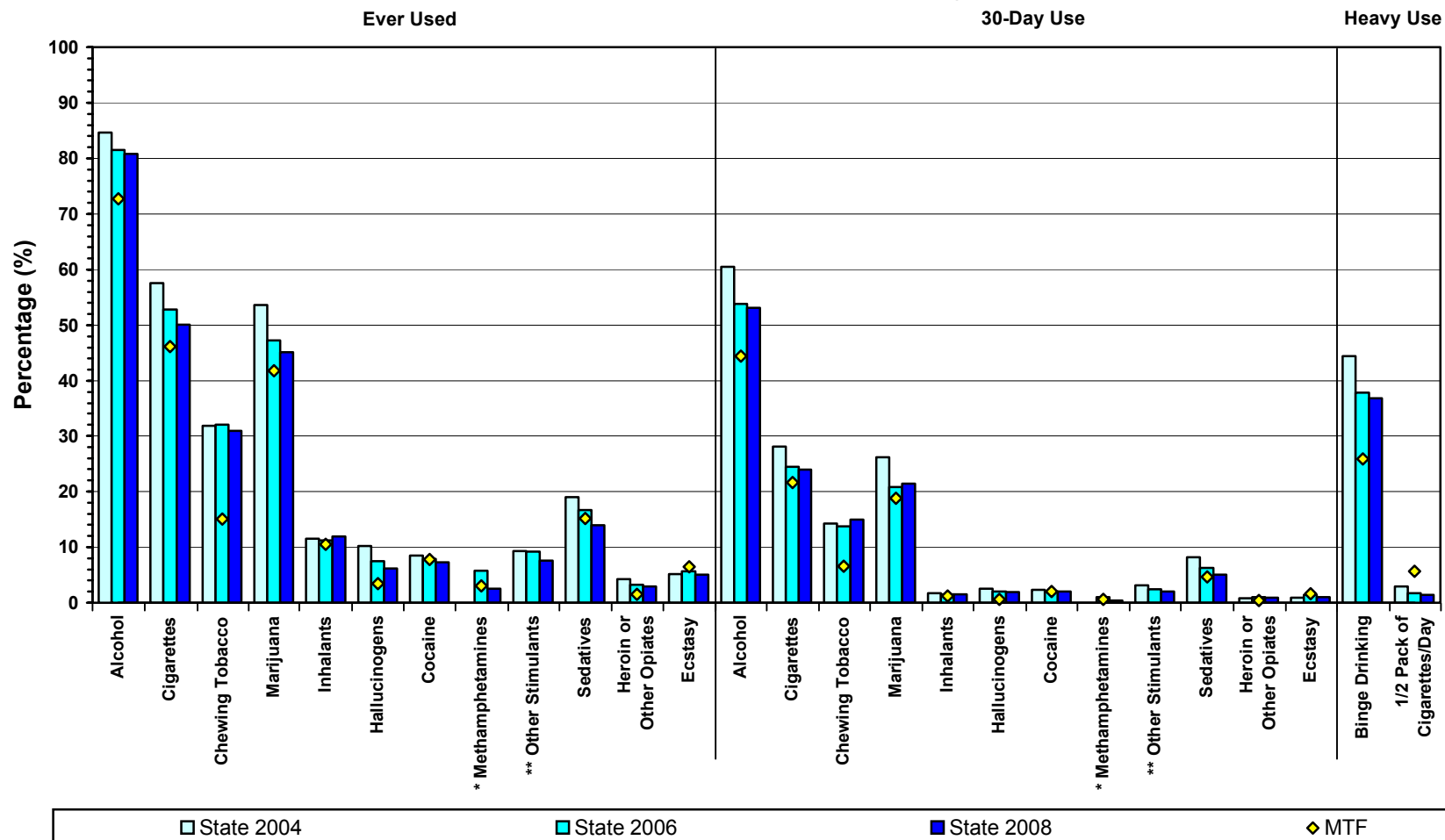


* Methamphetamines were not measured in survey administrations prior to 2006.

** While remaining roughly equivalent across years, please note there were minor changes in the wording of the Other Stimulants question between 2004 and subsequent administrations. Also, MTF has no equivalent for the Other Stimulants question.

Substance Use

LIFETIME, 30 DAY & HEAVY ATOD USE 2008 State of Montana Student Survey, Grade 12

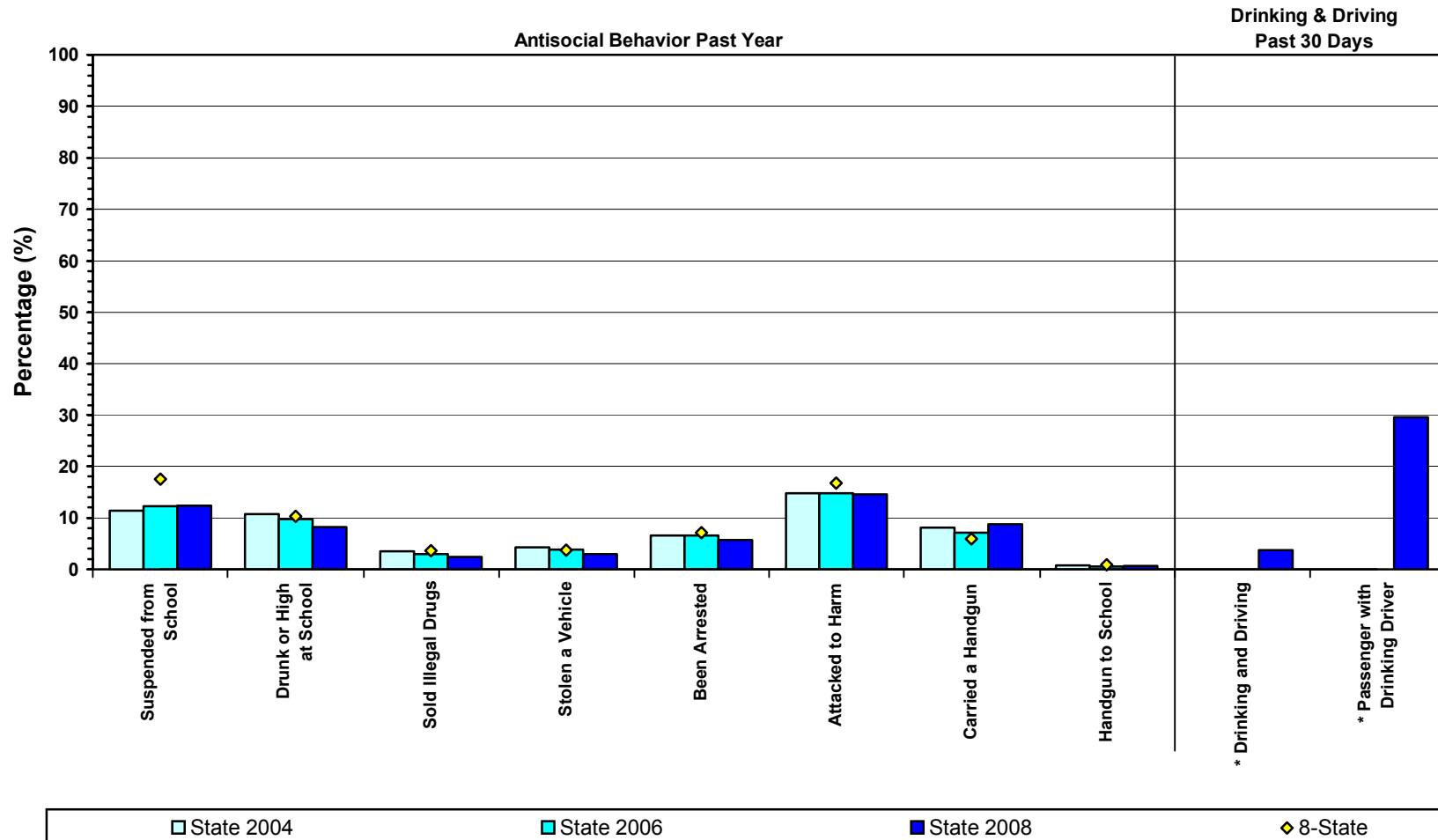


* Methamphetamines were not measured in survey administrations prior to 2006.

** While remaining roughly equivalent across years, please note there were minor changes in the wording of the Other Stimulants question between 2004 and subsequent administrations. Also, MTF has no equivalent for the Other Stimulants question.

Antisocial Behavior

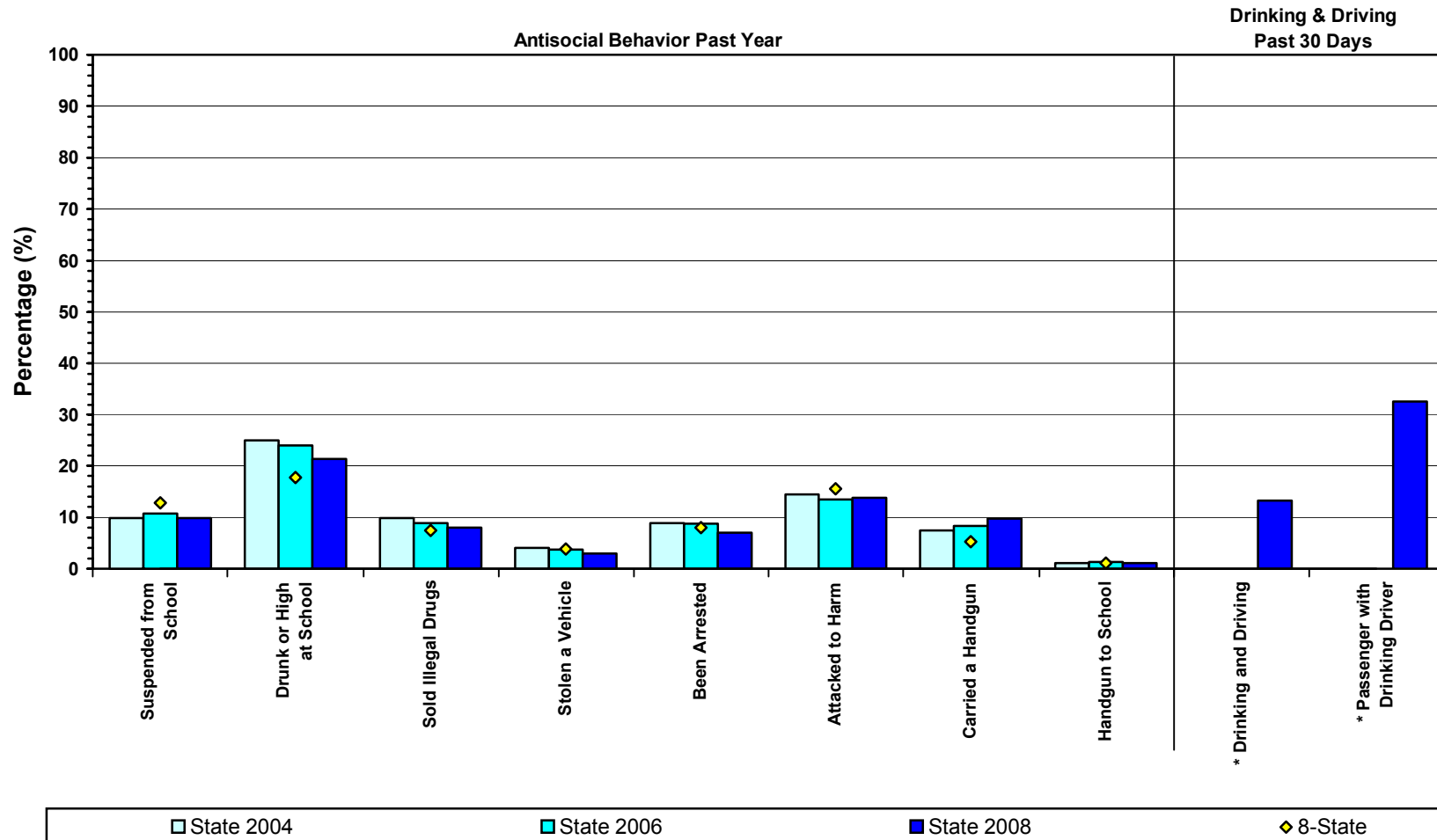
ANTISOCIAL BEHAVIOR, DRINKING & DRIVING 2008 State of Montana Student Survey, Grade 8



* These categories were not measured in survey administrations prior to 2008.

Antisocial Behavior

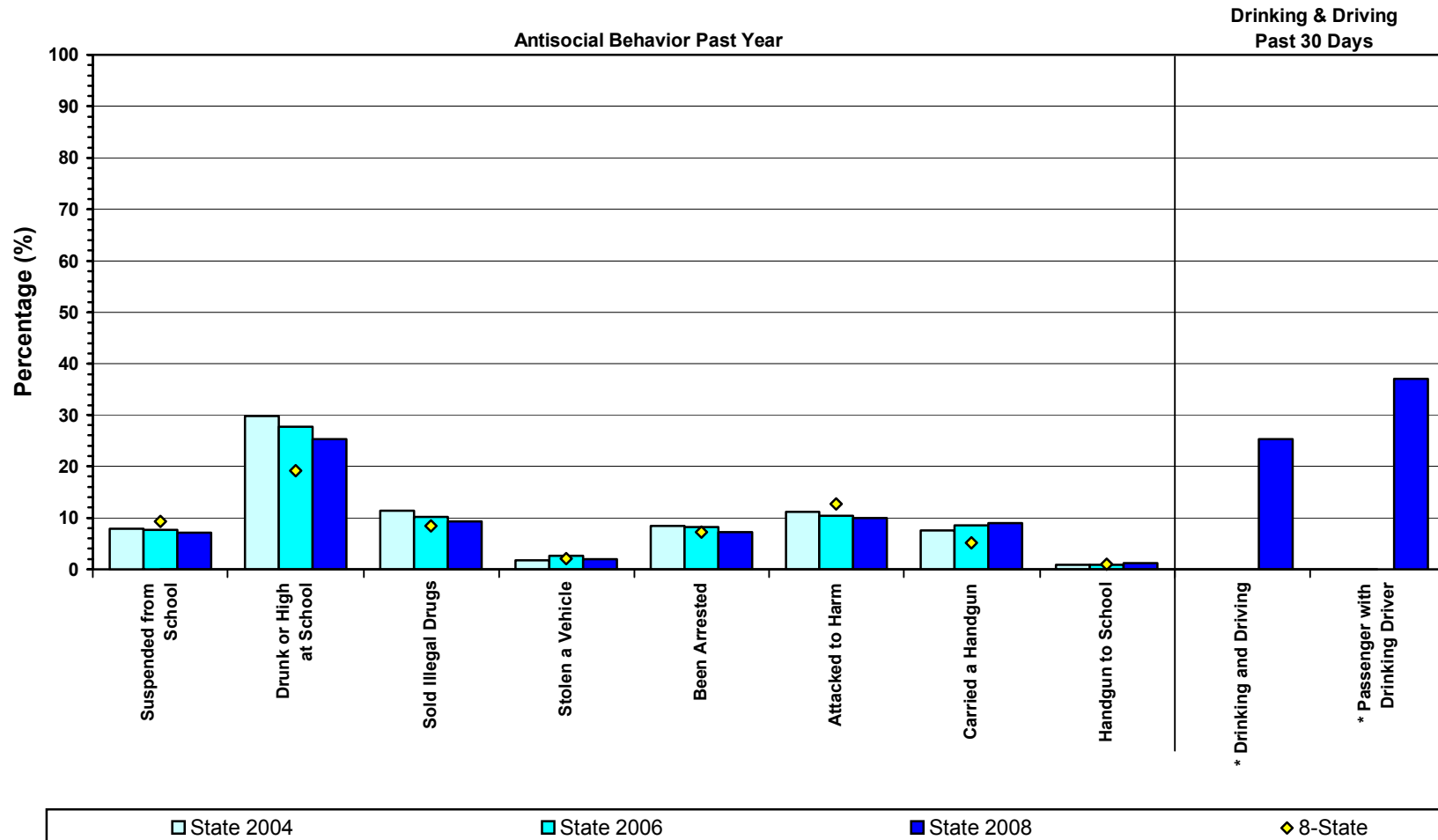
ANTISOCIAL BEHAVIOR, DRINKING & DRIVING 2008 State of Montana Student Survey, Grade 10



* These categories were not measured in survey administrations prior to 2008.

Antisocial Behavior

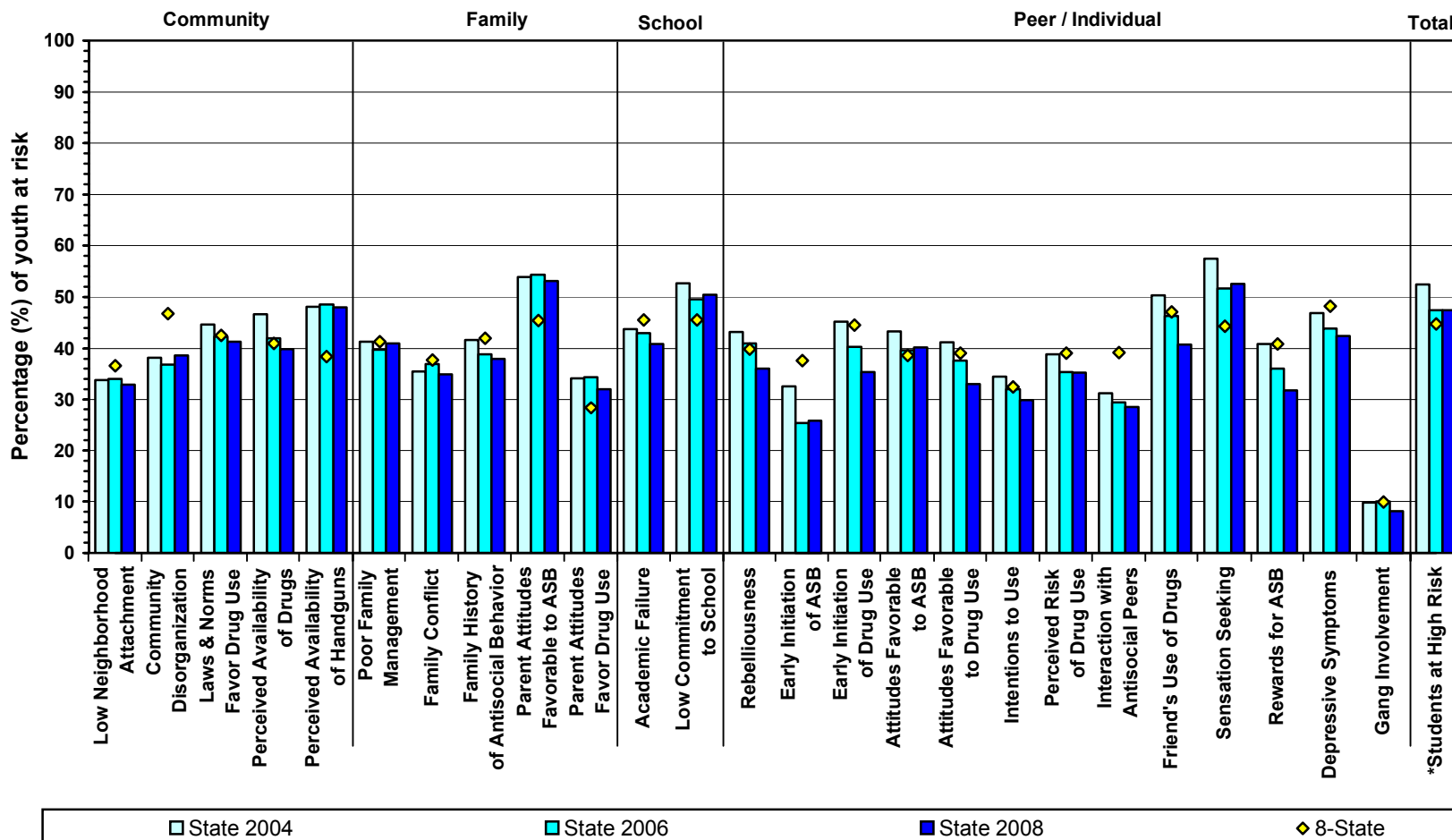
ANTISOCIAL BEHAVIOR, DRINKING & DRIVING 2008 State of Montana Student Survey, Grade 12



* These categories were not measured in survey administrations prior to 2008.

Risk and Protective Factor Profiles

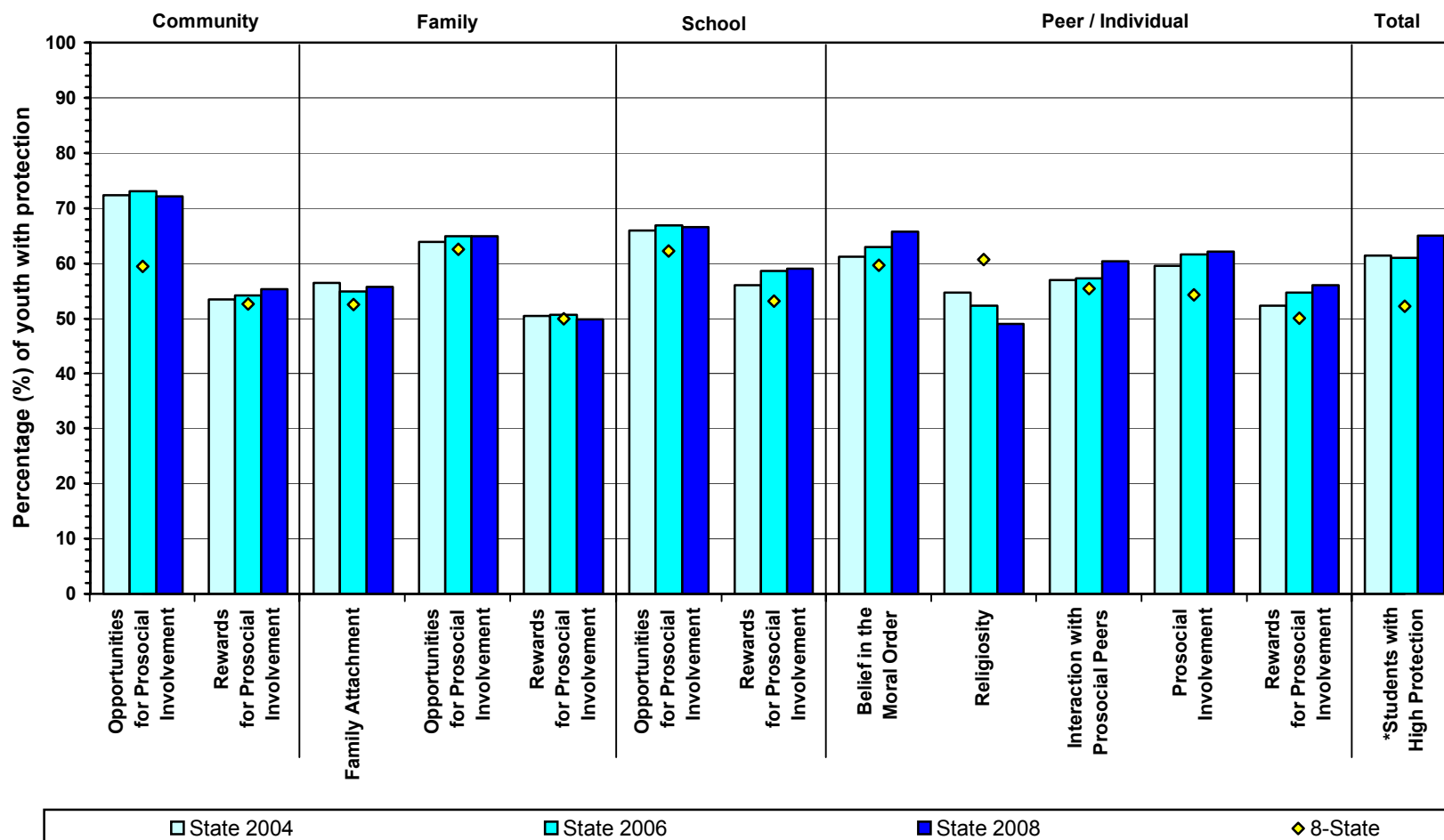
RISK PROFILE 2008 State of Montana Student Survey, Grade 8



* High Risk youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: 8 or more risk factors, 10th & 12th grades: 9 or more risk factors.)

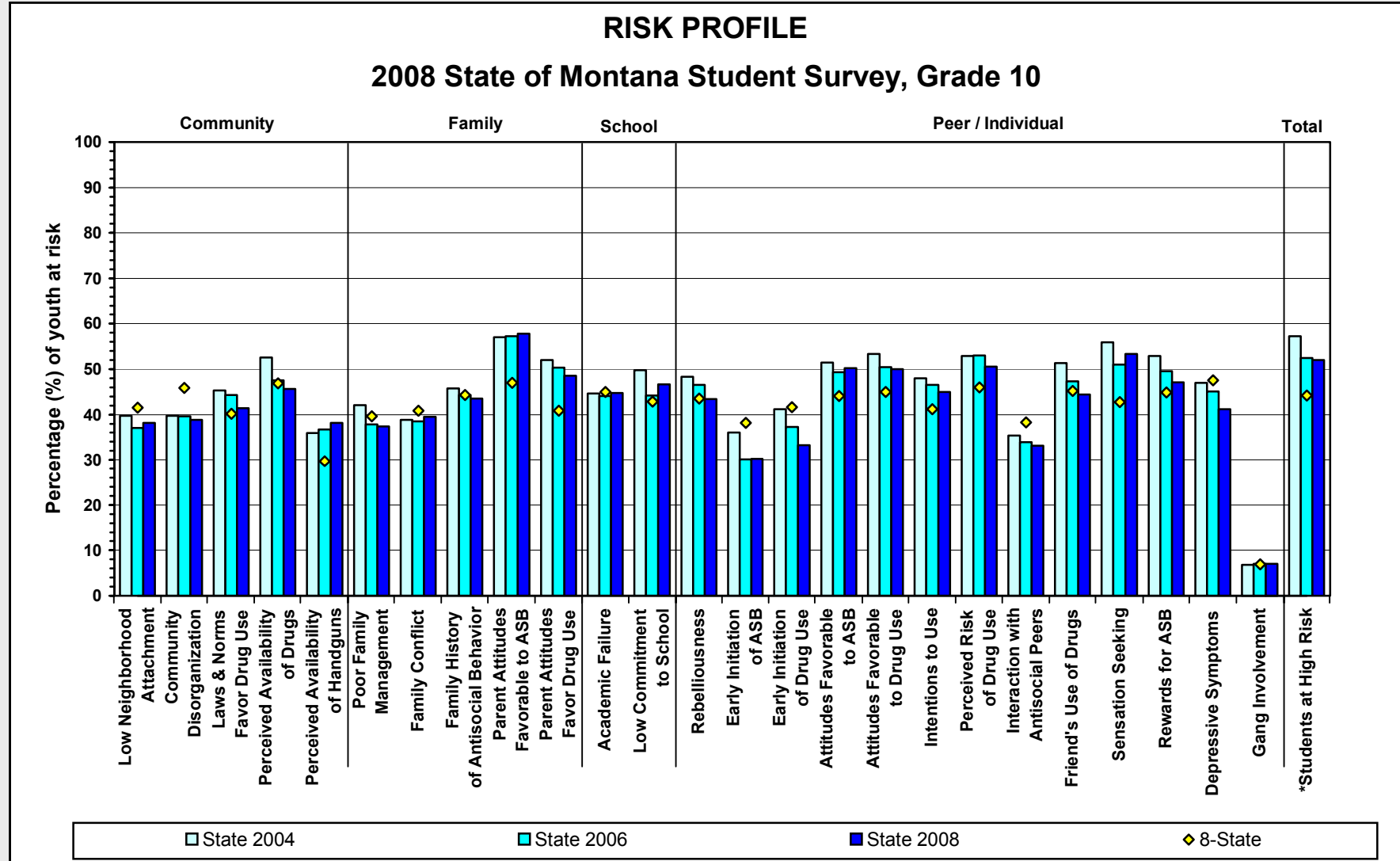
Risk and Protective Factor Profiles

PROTECTIVE PROFILE 2008 State of Montana Student Survey, Grade 8



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Risk and Protective Factor Profiles

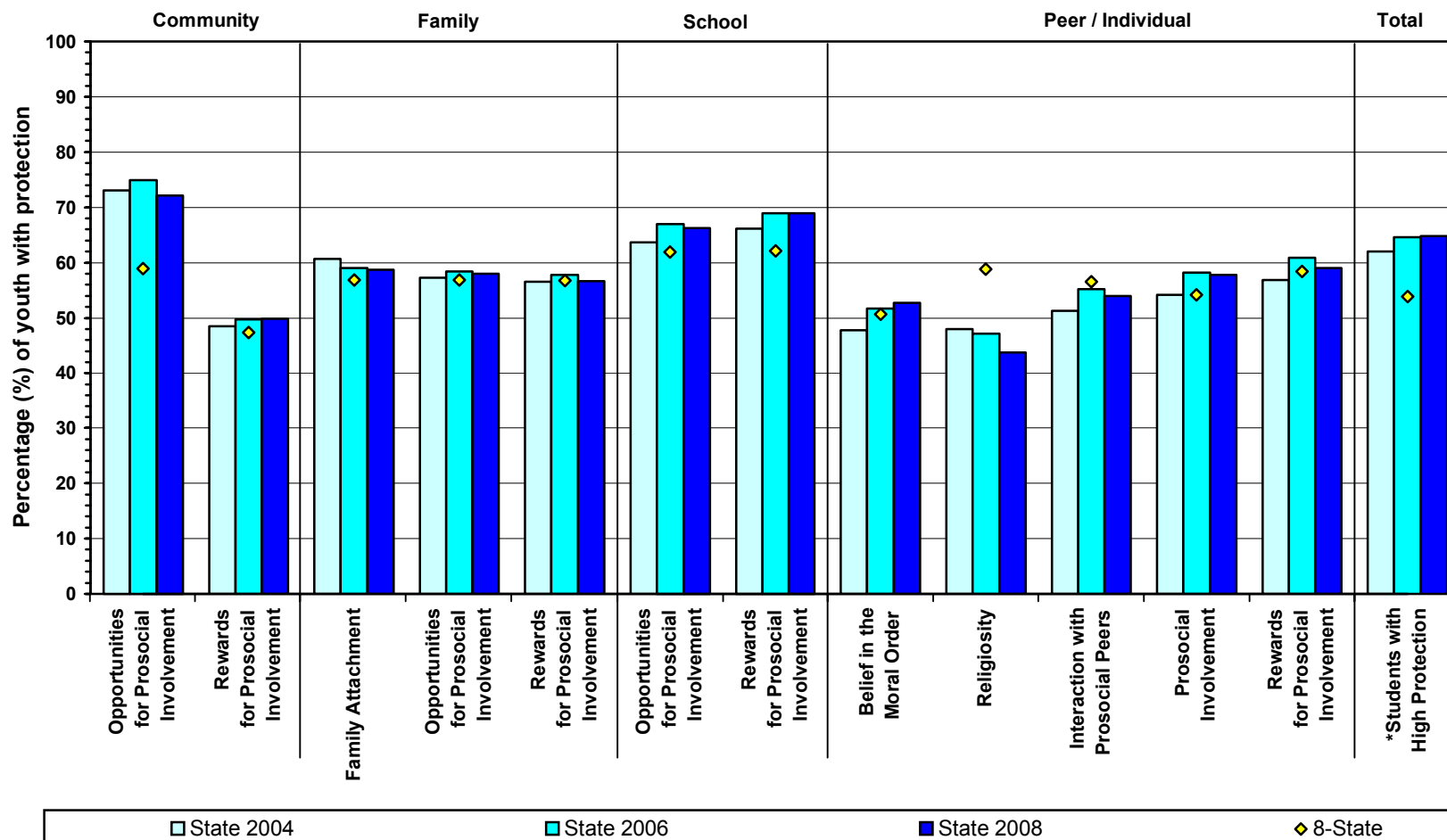


* *High Risk* youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: 8 or more risk factors, 10th & 12th grades: 9 or more risk factors.)

Risk and Protective Factor Profiles

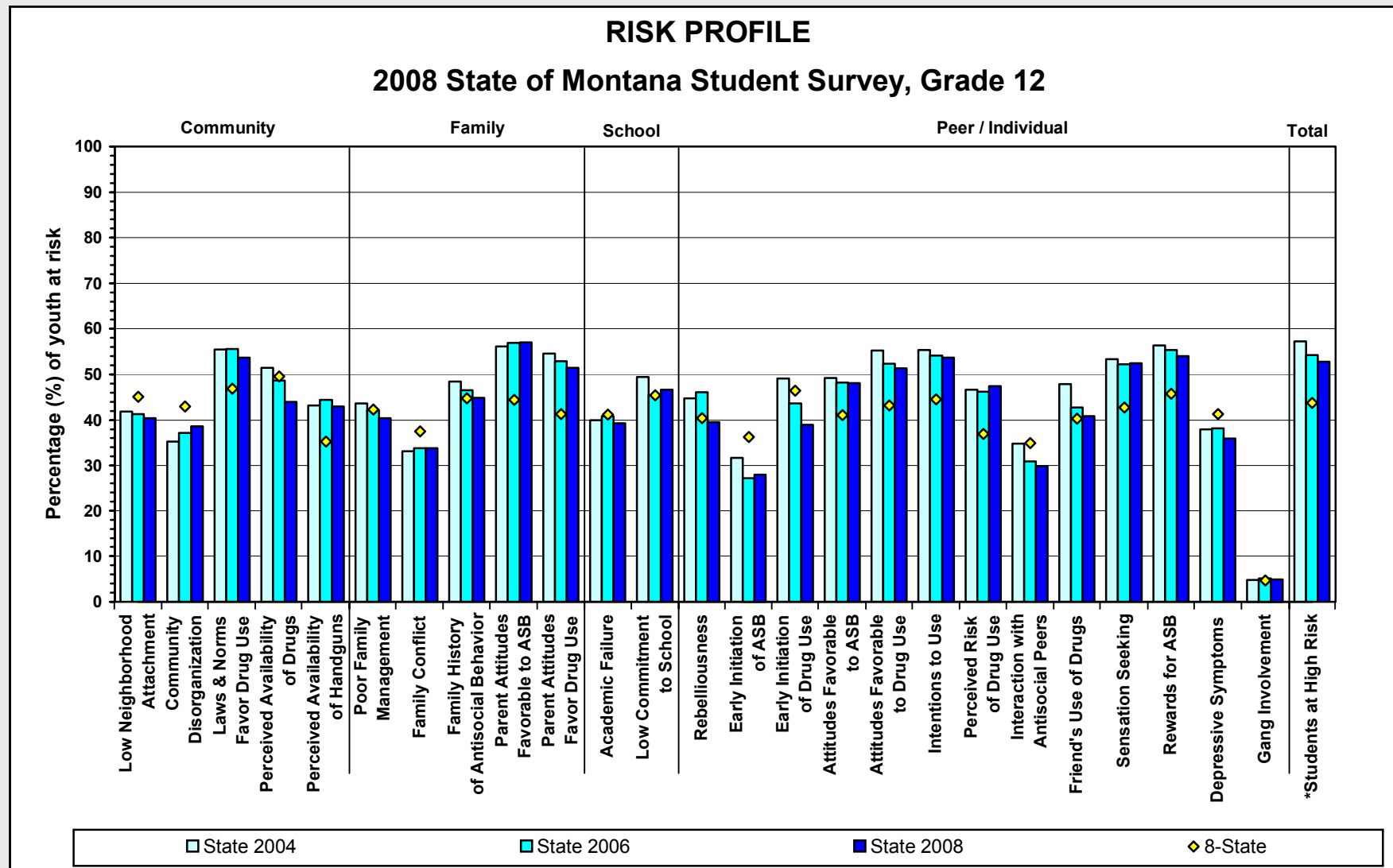
PROTECTIVE PROFILE

2008 State of Montana Student Survey, Grade 10



* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Risk and Protective Factor Profiles

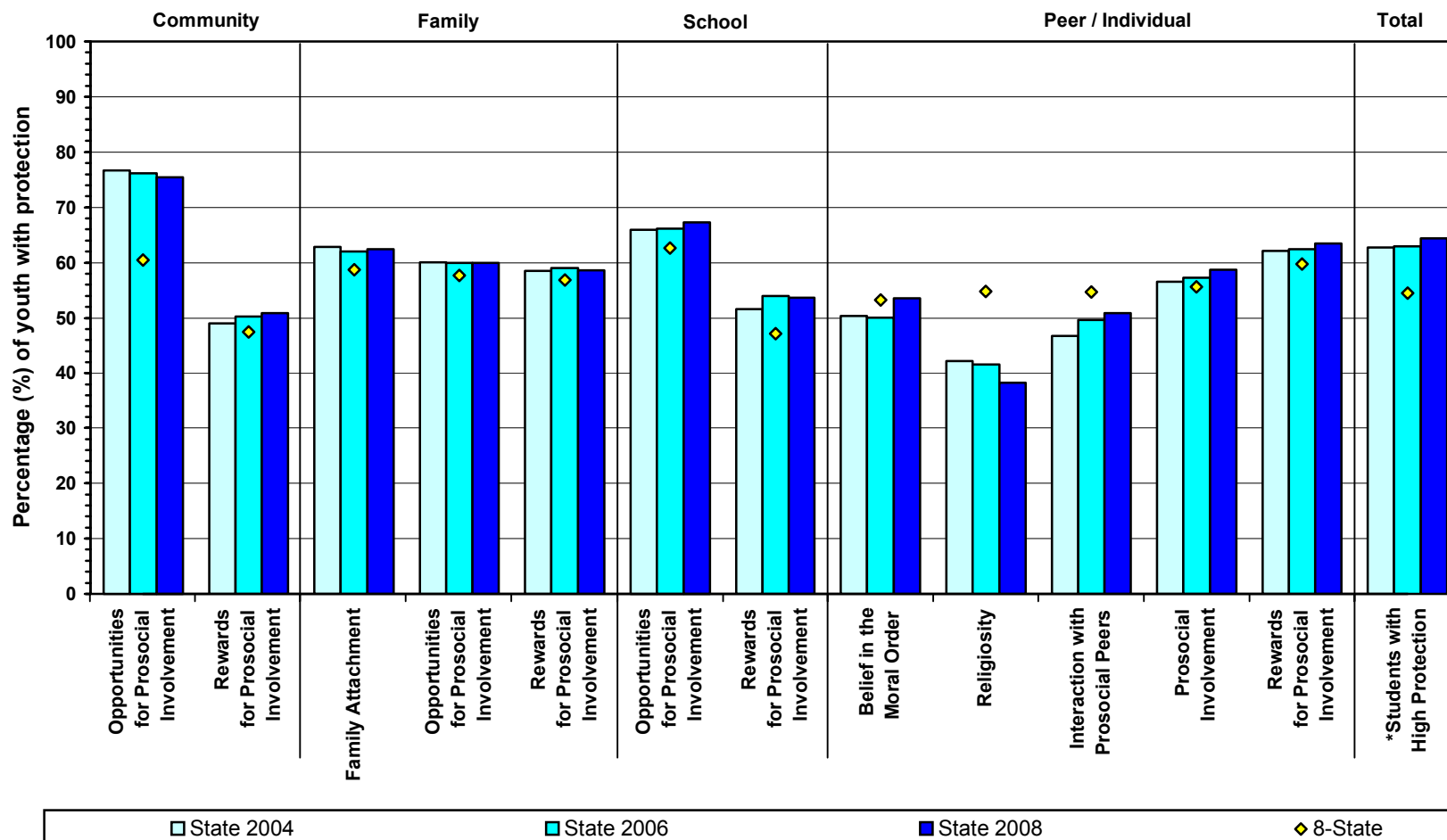


* *High Risk* youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives. (8th grade: 8 or more risk factors, 10th & 12th grades: 9 or more risk factors.)

Risk and Protective Factor Profiles

PROTECTIVE PROFILE

2008 State of Montana Student Survey, Grade 12



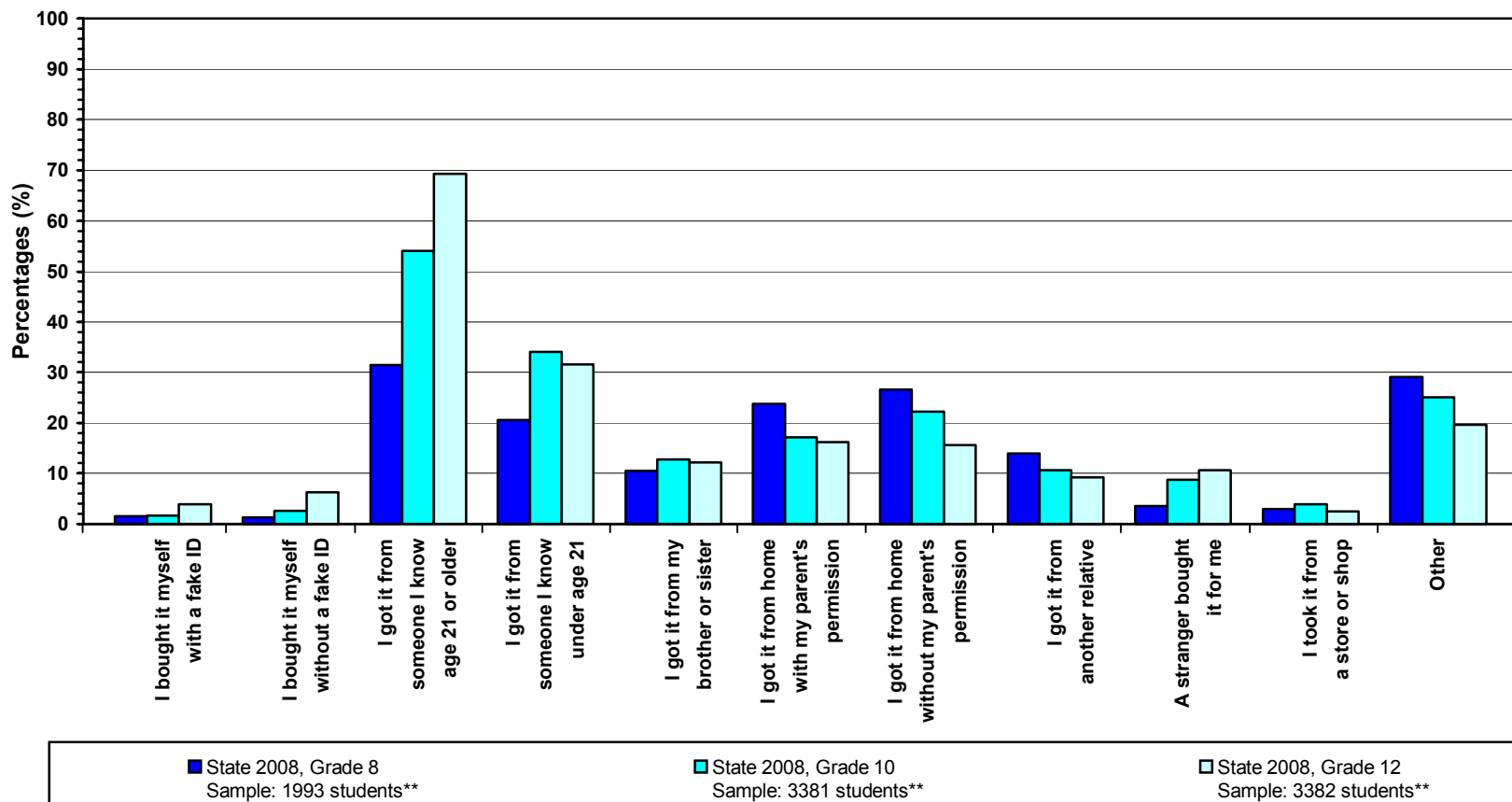
* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Sources of Alcohol

SOURCES OF ALCOHOL*

2008 State of Montana Student Survey, Grades 8, 10 & 12

When I drank alcohol during the past year I...



* Sources of alcohol were not measured prior to 2008. Also, because not all eight states ask where youth obtained alcohol, no 8-State value is reported.

** Sample size represents the number of students who indicated at least one means of obtaining alcohol. (Students reporting no alcohol use are not represented.) In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles

<i>Community Domain Risk Factors</i>	
<i>Low Neighborhood Attachment</i>	Low neighborhood bonding is related to higher levels of juvenile crime and drug selling.
<i>Community Disorganization</i>	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	Rewards for positive participation in activities helps youth bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<i>Poor Family Management</i>	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also, parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.
<i>Family Conflict</i>	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
<i>Family History of Antisocial Behavior</i>	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
<i>Family Domain Protective Factors</i>	
<i>Family Attachment</i>	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
<i>Opportunities for Prosocial Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
<i>School Domain Risk Factors</i>	
<i>Academic Failure</i>	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.
<i>Low Commitment to School</i>	Surveys of high school seniors have shown that the use of drugs is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.

Risk and Protective Scale Definitions

Table 2. Scales that Measure the Risk and Protective Factors Shown in the Profiles (cont'd)

<i>School Domain Protective Factors</i>	
<i>Opportunities for Prosocial Involvement</i>	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Prosocial Involvement</i>	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors.
<i>Peer-Individual Risk Factors</i>	
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence and normlessness have all been linked with drug use.
<i>Early Initiation of Antisocial Behavior and Drug Use</i>	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
<i>Attitudes Favorable Toward Antisocial Behavior and Drug Use</i>	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<i>Intention to Use ATODs</i>	Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.
<i>Sensation Seeking</i>	Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem behaviors.
<i>Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Friends' Use of Drugs</i>	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
<i>Rewards for Antisocial Behavior</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Depressive Symptoms</i>	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.
<i>Gang Involvement</i>	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
<i>Peer-Individual Protective Factors</i>	
<i>Belief in the Moral Order</i>	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.
<i>Religiosity</i>	Young people who regularly attend religious services are less likely to engage in problem behaviors.
<i>Interaction with Prosocial Peers</i>	Young people who associate with peers who engage in prosocial behavior are more protected from engaging in antisocial behavior and substance use.
<i>Prosocial Involvement</i>	Participation in positive school and community activities helps provide protection for youth.
<i>Rewards for Prosocial Involvement</i>	Young people who are rewarded for working hard in school and the community are less likely to engage in problem behavior.

Data Tables

Table 3. Number of Students Who Completed the Survey

Number of Youth	Grade 8				Grade 10				Grade 12			
	State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State
	6,207	7,165	6,227	n/a	6,688	6,223	5,810	n/a	5,684	5,206	4,874	n/a

Table 4. Percentage of Students Who Used ATODs During Their Lifetime

In your lifetime, on how many occasions (if any) have you... (One or more occasions)		Grade 8				Grade 10				Grade 12			
		State 2004	State 2006	State 2008	MTF	State 2004	State 2006	State 2008	MTF	State 2004	State 2006	State 2008	MTF
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	54.6	52.9	48.9	38.9	73.8	72.0	71.1	61.7	84.6	81.5	80.8	72.7
Cigarettes	smoked cigarettes?	32.4	28.6	22.7	22.1	43.8	42.4	37.7	34.6	57.6	52.8	50.1	46.2
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	11.4	12.2	10.4	9.1	22.8	24.5	23.5	15.1	31.8	32.0	30.9	15.1
Marijuana	have you used marijuana?	18.1	13.9	12.6	14.2	39.9	35.9	32.1	31.0	53.6	47.3	45.2	41.8
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	15.5	16.5	14.8	15.6	13.0	15.4	14.4	13.6	11.5	11.2	11.9	10.5
Hallucinogens	used LSD or other hallucinogens?	1.8	1.6	1.0	1.6	5.8	4.5	3.8	3.0	10.2	7.5	6.2	3.4
Cocaine	used cocaine or crack?	1.7	1.5	1.0	3.1	3.9	4.0	3.7	5.3	8.5	7.9	7.3	7.8
Methamphetamines*	used methamphetamines (meth, crystal, crank)?	n/a	1.5	0.4	1.8	n/a	3.5	1.7	2.8	n/a	5.8	2.5	3.0
Other Stimulants**	used stimulants other than methamphetamines (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	2.5	3.6	2.3	n/a†	5.8	7.7	6.7	n/a†	9.3	9.2	7.6	n/a†
Sedatives	used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	9.7	10.0	9.1	9.2	15.8	14.2	13.2	14.8	19.0	16.7	13.9	15.2
Heroin or Other Opiates	used heroin or other opiates?	1.1	0.9	0.7	1.3	2.6	2.0	2.0	1.5	4.2	3.2	2.9	1.5
Ecstasy	used Ecstasy ('X', 'E', or MDMA)?	2.1	1.9	1.0	2.3	3.7	3.6	3.6	5.2	5.2	5.7	5.1	6.5

* Methamphetamines were not measured in survey administrations prior to 2006 (also denoted by 'n/a' in the data column).

** While remaining roughly equivalent across years, there were minor changes in the wording of the Other Stimulants question between 2004 and subsequent administrations.

†MTF has no equivalent for the Other Stimulants question.

Data Tables

Table 5. Percentage of Students Who Used ATODs During the Past 30 Days

In the past 30 days, on how many occasions (if any) have you... (One or more occasions)		Grade 8				Grade 10				Grade 12			
		State 2004	State 2006	State 2008	MTF	State 2004	State 2006	State 2008	MTF	State 2004	State 2006	State 2008	MTF
Alcohol	had alcoholic beverages (beer, wine or hard liquor) to drink - more than just a few sips?	24.2	23.3	21.0	15.9	46.2	40.7	41.2	33.4	60.5	53.8	53.1	44.4
Cigarettes	smoked cigarettes?	10.8	10.4	7.8	7.1	18.7	18.9	17.0	14.0	28.1	24.4	23.9	21.6
Chewing Tobacco	used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	3.9	4.9	3.6	3.2	9.9	10.5	10.7	6.1	14.2	13.7	15.0	6.6
Marijuana	have you used marijuana?	8.0	6.7	5.4	5.7	20.5	18.3	16.4	14.2	26.2	20.8	21.4	18.8
Inhalants	sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high?	5.4	5.2	5.2	3.9	3.1	3.1	3.2	2.5	1.7	1.5	1.5	1.2
Hallucinogens	used LSD or other hallucinogens?	0.8	0.5	0.4	0.5	1.7	1.5	1.2	0.7	2.5	2.0	1.9	0.6
Cocaine	used cocaine or crack?	0.8	0.8	0.5	0.9	1.3	1.0	1.1	1.3	2.3	2.0	2.0	2.0
Methamphetamines*	used methamphetamines (meth, crystal, crank)?	n/a	0.4	0.1	0.6	n/a	0.7	0.5	0.4	n/a	1.0	0.4	0.6
Other Stimulants**	used stimulants other than methamphetamines (such as Ritalin, Adderall, or Dexedrine) without a doctor telling you to take them?	0.9	1.5	1.1	n/a†	1.8	2.8	2.5	n/a†	3.1	2.4	2.0	n/a†
Sedatives	used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them?	4.3	4.0	4.1	3.0	7.1	6.0	5.7	4.6	8.2	6.3	5.1	4.6
Heroin or Other Opiates	used heroin or other opiates?	0.4	0.3	0.3	0.4	0.8	0.4	0.7	0.4	0.8	1.0	0.9	0.4
Ecstasy	used Ecstasy ('X', 'E', or MDMA)?	0.8	0.5	0.4	0.6	0.9	0.7	1.3	1.2	0.9	1.4	1.0	1.6

* Methamphetamines were not measured in survey administrations prior to 2006 (also denoted by 'n/a' in the data column).

** While remaining roughly equivalent across years, there were minor changes in the wording of the Other Stimulants question between 2004 and subsequent administrations.

†MTF has no equivalent for the Other Stimulants question.

Data Tables

Table 6. Percentage of Students With Heavy ATOD Use

		Grade 8				Grade 10				Grade 12			
		State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State
Binge Drinking	How many times have you had 5 or more alcoholic drinks in a row in the past 2 weeks? (One or more times)	16.2	13.3	11.0	n/a	32.3	26.9	25.7	n/a	44.4	37.9	36.9	n/a
1/2 Pack of Cigarettes/Day	During the past 30 days, how many cigarettes did you smoke per day? (11 to 20 cigarettes, More than 20 cigarettes)	0.4	0.5	0.4	n/a	1.2	0.9	0.8	n/a	2.9	1.7	1.4	n/a

Table 7. Percentage of Students With Antisocial Behavior

		Grade 8				Grade 10				Grade 12			
		State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State
How many times in the past year (12 months) have you: (One or more times)													
Been Suspended from School		11.4	12.2	12.4	17.5	9.8	10.7	9.9	12.8	7.9	7.7	7.1	9.3
Been Drunk or High at School		10.7	9.7	8.2	10.3	25.0	24.0	21.3	17.7	29.8	27.7	25.3	19.2
Sold Illegal Drugs		3.5	2.9	2.4	3.6	9.8	8.9	8.0	7.4	11.4	10.2	9.3	8.4
Stolen or Tried to Steal a Motor Vehicle		4.3	3.8	2.9	3.7	4.0	3.7	3.0	3.8	1.8	2.6	2.0	2.1
Been Arrested		6.6	6.6	5.7	7.1	8.9	8.7	7.0	8.0	8.4	8.2	7.2	7.2
Attacked Someone with the Idea of Seriously Hurting Them		14.8	14.8	14.5	16.7	14.4	13.5	13.8	15.5	11.2	10.4	10.0	12.7
Carried a Handgun		8.1	7.1	8.8	5.9	7.4	8.3	9.7	5.3	7.6	8.5	9.0	5.1
Carried a Handgun to School		0.8	0.6	0.7	0.9	1.1	1.3	1.1	1.1	0.9	0.9	1.2	1.0
During the past 30 days, how many times did you: (One or more times)		Grade 8				Grade 10				Grade 12			
		State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State
DRIVE a car or other vehicle when you had been drinking alcohol?*		n/a	n/a	3.7	n/a	n/a	n/a	13.2	n/a	n/a	n/a	25.3	n/a
RIDE in a car or other vehicle driven by someone who had been drinking alcohol?*		n/a	n/a	29.5	n/a	n/a	n/a	32.6	n/a	n/a	n/a	37.1	n/a

* These categories were not measured in survey administrations prior to 2008 (also denoted by 'n/a' in the data column).

Data Tables

Table 8. Percentage of Students Reporting Protection

Protective Factor	Grade 8				Grade 10				Grade 12			
	State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State
Community Domain												
Opportunities for Prosocial Involvement	72.3	73.1	72.1	59.4	73.1	74.9	72.1	58.9	76.7	76.2	75.4	60.5
Rewards for Prosocial Involvement	53.5	54.2	55.3	52.6	48.5	49.7	49.8	47.4	49.0	50.3	50.9	47.5
Family Domain												
Family Attachment	56.5	54.9	55.7	52.5	60.7	59.0	58.7	56.9	62.8	62.0	62.4	58.7
Opportunities for Prosocial Involvement	63.9	64.9	64.9	62.5	57.3	58.4	58.0	56.9	60.1	60.0	60.0	57.7
Rewards for Prosocial Involvement	50.5	50.7	49.8	49.9	56.6	57.8	56.7	56.8	58.5	59.0	58.6	56.9
School Domain												
Opportunities for Prosocial Involvement	65.9	66.9	66.6	62.2	63.7	67.0	66.3	61.9	65.9	66.2	67.3	62.6
Rewards for Prosocial Involvement	56.0	58.6	59.0	53.1	66.2	68.9	68.9	62.1	51.6	54.0	53.7	47.2
Peer-Individual Domain												
Belief in the Moral Order	61.2	63.0	65.7	59.7	47.8	51.7	52.7	50.7	50.4	50.1	53.6	53.2
Religiosity	54.7	52.3	49.0	60.7	48.0	47.2	43.8	58.8	42.2	41.6	38.3	
Interaction with Prosocial Peers	57.0	57.3	60.4	55.4	51.3	55.2	54.0	56.6	46.8	49.6	50.9	54.7
Prosocial Involvement	59.5	61.6	62.1	54.3	54.2	58.2	57.8	54.2	56.6	57.3	58.7	55.6
Rewards for Prosocial Involvement	52.3	54.7	56.0	50.1	56.9	60.9	59.0	58.4	62.1	62.4	63.5	59.8
Total Protection												
Students with High Protection*	61.4	61.0	65.0	52.2	62.0	64.6	64.8	53.9	62.7	63.0	64.4	54.5

* High Protection youth are defined as the percentage of students who have five or more protective factors operating in their lives.

Data Tables

Table 9. Percentage of Students Reporting Risk

Risk Factor	Grade 8				Grade 10				Grade 12			
	State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State	State 2004	State 2006	State 2008	8-State
Community Domain												
Low Neighborhood Attachment	33.8	34.0	32.9	36.6	39.7	37.0	38.2	41.5	41.8	41.3	40.4	45.1
Community Disorganization	38.2	36.8	38.6	46.8	39.7	39.6	38.8	45.9	35.3	37.2	38.6	43.0
Laws & Norms Favor Drug Use	44.6	42.3	41.3	42.5	45.3	44.3	41.4	40.2	55.5	55.6	53.7	46.9
Perceived Availability of Drugs	46.6	42.0	39.8	41.0	52.6	47.5	45.6	46.9	51.4	48.7	44.0	49.6
Perceived Availability of Handguns	48.1	48.6	48.0	38.4	35.9	36.7	38.2	29.7	43.2	44.4	43.0	35.3
Family Domain												
Poor Family Management	41.3	39.7	41.0	41.3	42.1	37.8	37.4	39.6	43.6	42.2	40.4	42.3
Family Conflict	35.5	36.9	34.9	37.7	38.8	38.5	39.5	40.8	33.2	33.8	33.8	37.5
Family History of Antisocial Behavior	41.6	38.8	38.0	42.0	45.8	44.3	43.5	44.3	48.4	46.5	44.9	44.8
Parent Attitudes Favorable to ASB	53.9	54.3	53.1	45.4	57.0	57.2	57.8	47.0	56.1	56.9	57.0	44.4
Parent Attitudes Favor Drug Use	34.1	34.4	32.0	28.3	52.0	50.3	48.5	40.8	54.6	52.9	51.4	41.3
School Domain												
Academic Failure	43.7	43.0	40.9	45.5	44.6	44.1	44.8	45.0	39.9	40.8	39.3	41.2
Low Commitment to School	52.7	49.6	50.5	45.5	49.8	44.2	46.6	42.9	49.4	45.4	46.7	45.4
Peer-Individual Domain												
Rebelliousness	43.2	41.0	36.1	39.8	48.3	46.5	43.4	43.5	44.7	46.1	39.5	40.4
Early Initiation of ASB	32.6	25.3	25.8	37.6	36.0	30.1	30.2	38.2	31.7	27.1	27.9	36.3
Early Initiation of Drug Use	45.2	40.3	35.4	44.5	41.2	37.3	33.3	41.6	49.1	43.6	39.0	46.4
Attitudes Favorable to ASB	43.3	39.6	40.2	38.6	51.4	49.3	50.2	44.1	49.2	48.2	48.1	41.1
Attitudes Favorable to Drug Use	41.2	37.6	33.0	39.1	53.4	50.4	50.0	45.0	55.3	52.3	51.3	43.2
Intentions to Use	34.5	32.0	29.9	32.5	48.0	46.5	45.0	41.2	55.4	54.1	53.7	44.5
Perceived Risk of Drug Use	38.8	35.4	35.3	39.1	52.9	53.0	50.6	46.0	46.6	46.2	47.4	36.9
Interaction with Antisocial Peers	31.2	29.5	28.5	39.2	35.4	33.9	33.2	38.3	34.8	30.9	29.9	34.9
Friend's Use of Drugs	50.3	46.3	40.7	47.1	51.3	47.3	44.4	45.2	47.9	42.7	40.9	40.3
Sensation Seeking	57.5	51.7	52.6	44.3	55.9	51.0	53.4	42.7	53.3	52.2	52.4	42.7
Rewards for ASB	40.9	36.0	31.8	40.9	52.9	49.5	47.1	44.9	56.4	55.4	54.0	45.8
Depressive Symptoms	46.9	43.9	42.4	48.2	47.0	45.1	41.2	47.5	37.9	38.2	35.9	41.3
Gang Involvement	9.8	10.0	8.2	9.9	6.8	7.0	7.0	6.9	4.8	5.1	4.9	4.7
Total Risk												
Students at High Risk*	52.4	47.4	47.4	44.8	57.2	52.4	52.0	44.2	57.2	54.2	52.8	43.7

* *High Risk* youth are defined as the percentage of students who have more than a specified number of risk factors operating in their lives.
(8th grade: 8 or more risk factors, 10th & 12th grades: 9 or more risk factors)

Data Tables

Table 10. Sources of Alcohol Use

When I drank alcohol during the past year I...	Grade 8	Grade 10	Grade 12
	State 2008	State 2008	State 2008
<i>Sample size*</i>	1,993	3,381	3,382
I bought it myself with a fake ID	1.5	1.7	3.9
I bought it myself without a fake ID	1.3	2.6	6.2
I got it from someone I know age 21 or older	31.4	54.1	69.3
I got it from someone I know under age 21	20.6	34.1	31.5
I got it from my brother or sister	10.5	12.8	12.2
I got it from home with my parents' permission	23.7	17.1	16.2
I got it from home without my parents' permission	26.6	22.2	15.6
I got it from another relative	13.9	10.6	9.2
A stranger bought it for me	3.6	8.7	10.6
I took it from a store or shop	2.9	3.9	2.5
Other	29.0	25.0	19.6

* Students were asked to choose all options that applied to them, with one option being "I did not drink alcohol in the past year." Sample size represents the number of youth who chose at least one source of obtaining alcohol. Students who marked "I did not drink alcohol in the past year" were not included in the sample. In the case of smaller sample sizes, caution should be exercised before generalizing results to the entire community.

Table 11. Age of Initiation

Average Age of Onset* (How old were you when you first...)	Substance	State 2008					
		Grade 8		Grade 10		Grade 12	
		Age	Sample	Age	Sample	Age	Sample
had more than a sip or two of beer, wine or hard liquor?	Alcohol	12.6	6,154	14.0	5,760	14.7	4,834
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Regular Alcohol Use	13.6	6,167	15.3	5,769	15.8	4,841
smoked a cigarette, even just a puff?	Cigarettes	12.0	6,154	13.4	5,739	14.0	4,829
smoked marijuana?	Marijuana	13.0	6,177	14.6	5,767	15.1	4,834

* "Sample" represents the number of youth who answered the question (including student who did not use). "Age" is calculated using only the students in the sample reporting any age of first use for the specified substance other than "Never Used."

Contacts for Prevention

**Montana Department of Public Health and Human Services,
Addictive and Mental Disorders Division,
Chemical Dependency Bureau**
P.O. Box 202905
Helena, MT 59620-2905
(406) 444-3907

Joan Cassidy, Bureau Chief
(406) 444-6981
jcassidy@mt.gov

Jackie Jandt, Planning and Outcome Officer

- Substance Abuse Prevention and Treatment Block Grant
- Strategic Prevention Framework State Incentive Grant

Prevention Needs Assessment Project Director
(406) 444-9656
jjandt@mt.gov

Office of Public Instruction
Susan Court,
Youth Risk Behavior Survey Project Director
(406) 444-3178
(406) 444-1963
scourt@mt.gov

WestCAPT Coordinator for Montana
Eric Albers
University of Nevada, Reno
Reno, NV 89557
(775) 682-8711
ealbers@casat.org
<http://captus.samhsa.gov/western/western.cfm>

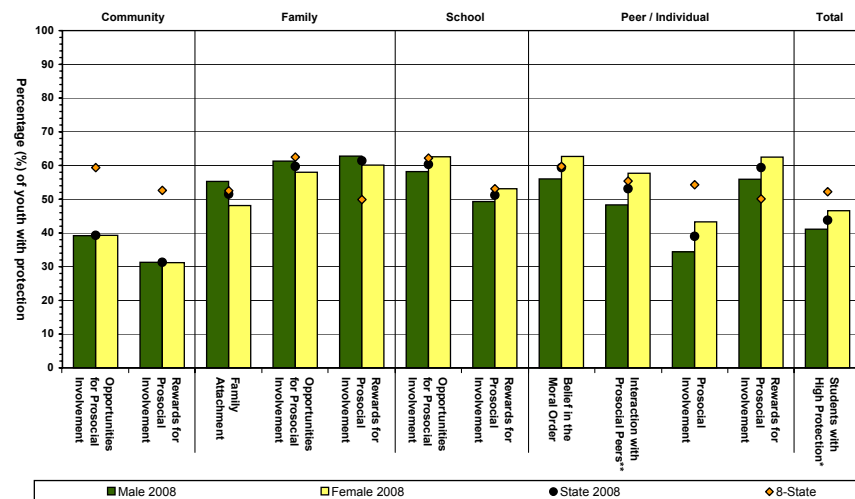
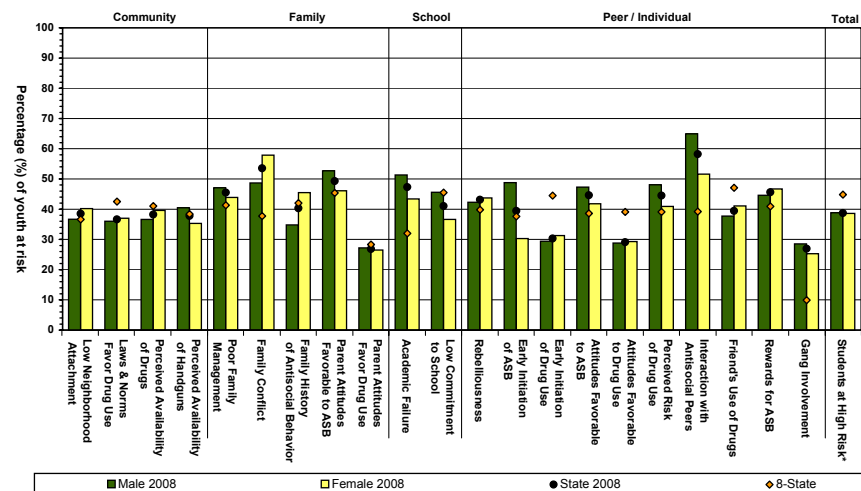
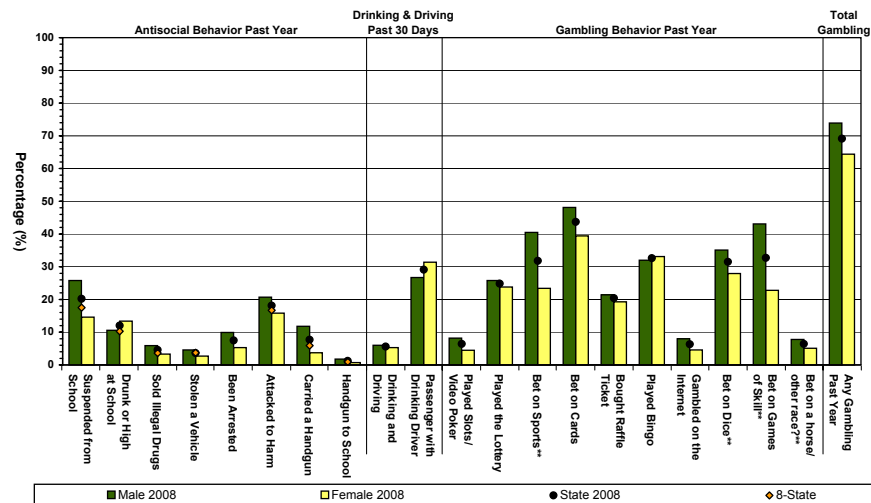
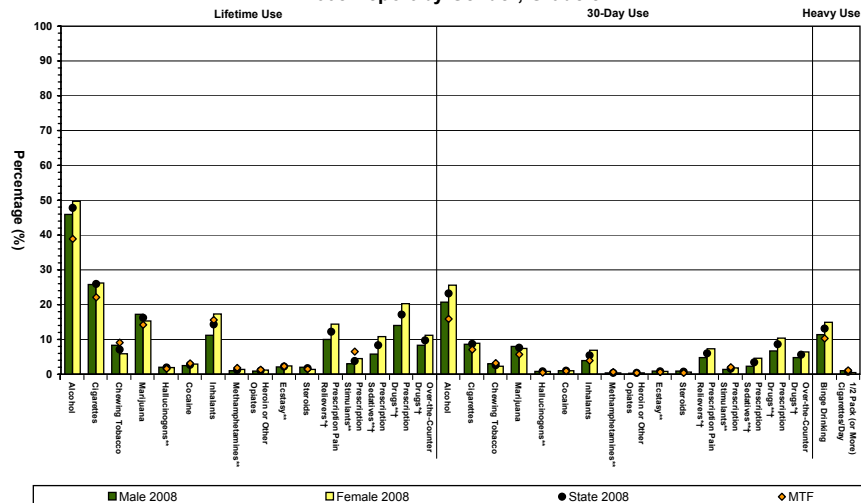
This Report Was Prepared for the State of Montana by:
Bach Harrison, L.L.C.
116 S. 500 E.
Salt Lake City, UT 84102
(801) 359-2064
<http://www.bach-harrison.com>

Additional Information About the Montana Prevention Needs Assessment Survey

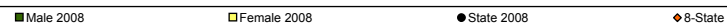
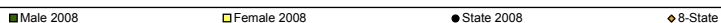
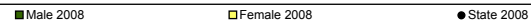
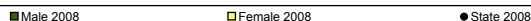
The survey booklets were designed and scanned, the data analyzed, and the various reports produced by Bach Harrison, L.L.C., under contract with the Chemical Dependency Bureau. Questions regarding the survey can be directed to Jackie Jandt, PNA Project Director, Chemical Dependency Bureau, Addictive and Mental Disorders Division, Department of Public Health and Human Services, PO Box 202905, Helena, MT 59620-2905, phone (406) 444-9656, fax (406) 444-9389, or e-mail jjandt@mt.gov.

Additional information on risk and protective factors, additional PNA data, and electronic versions of this report and other reports can be found at the Montana Prevention Resource Center Website – www.prevention.mt.gov. To find additional information, data, and reports, go to the Montana Prevention Resource Center Website, select the "Statistics" toolbar, and then select the link for "Montana Prevention Needs Assessment."

Montana Male and Female Profile Report Charts



Montana Male and Female Profile Report Charts

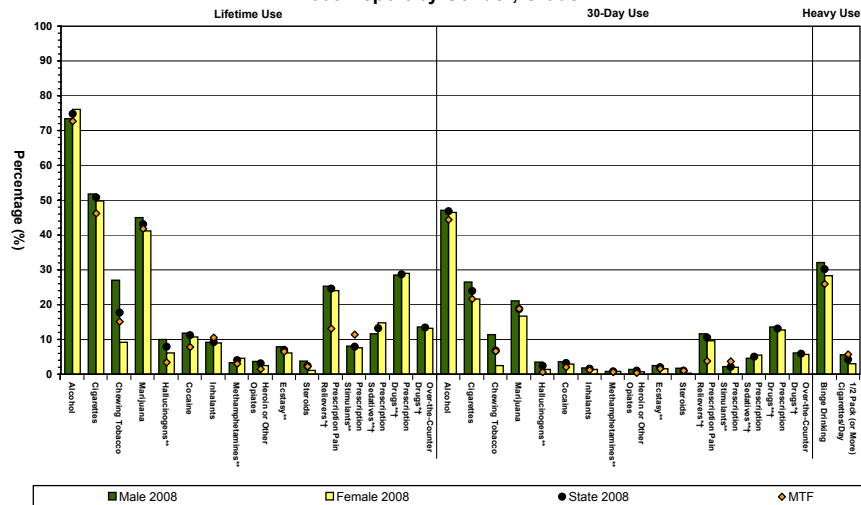


12th Grade

Montana Male and Female Profile Report Charts

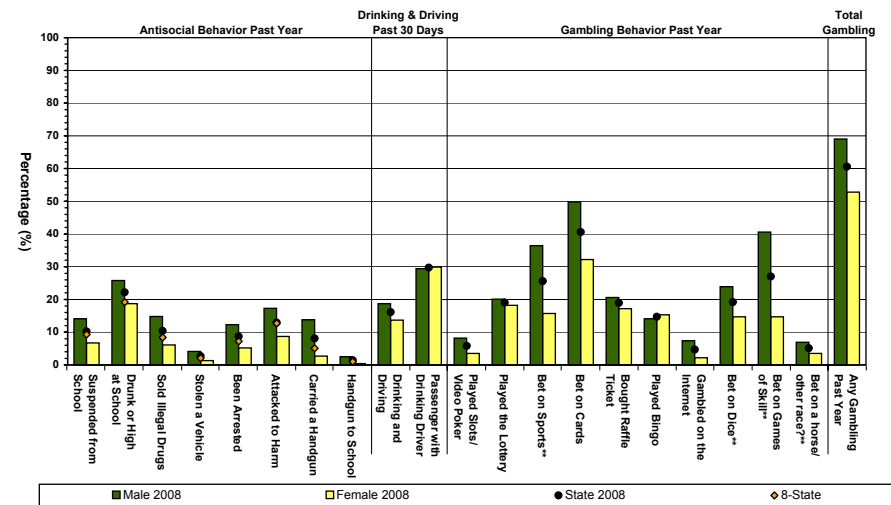
LIFETIME, 30 DAY & HEAVY ATOD USE

2008 Report by Gender, Grade 12



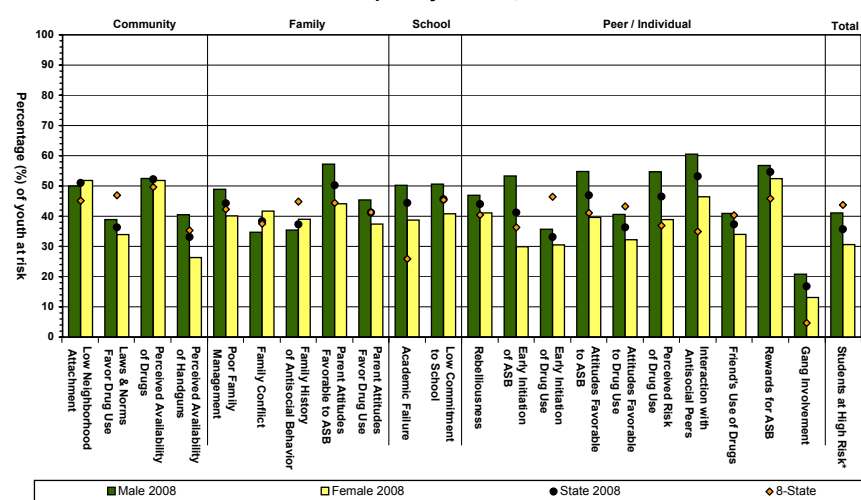
ANTISOCIAL BEHAVIOR, DRINKING/DRIVING & GAMBLING*

2008 Report by Gender, Grade 12



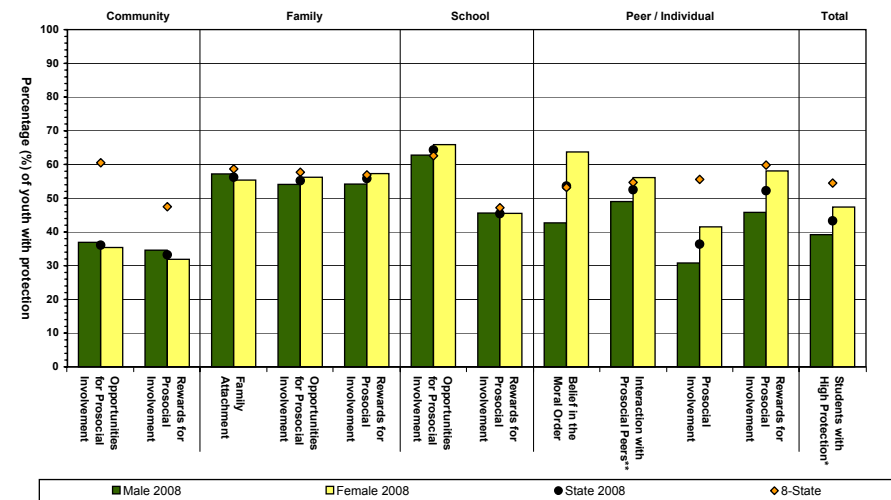
RISK PROFILE

2008 Report by Gender, Grade 12



PROTECTIVE PROFILE

2008 Report by Gender, Grade 12



Appendix F: Lifetime and 30-Day Substance Use by MACO Region

Lifetime ATOD Use by MACO Region (2008)													
	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Meth-amphetamines	Stimulants	Sedatives	Ecstasy	Heroin	Any Drug
Region 1	69.1	50.1	33.6	39.8	11.9	2.2	3.6	1.9	4.6	12.7	1.5	1.0	47.9
Region 2	72.8	34.9	26.7	17.3	9.8	1.7	1.8	1.1	2.8	8.2	1.4	1.4	26.7
Region 3	70.9	44.0	33.8	20.8	14.0	2.6	2.6	0.7	5.2	9.2	3.3	1.6	31.3
Region 4	74.1	51.7	37.4	41.8	19.7	2.2	4.9	1.6	6.7	15.3	2.4	2.1	50.2
Region 5	67.3	38.6	23.1	31.9	16.1	3.3	3.1	0.8	6.2	11.5	2.2	1.6	42.8
Region 6	67.9	36.3	22.3	22.4	14.0	2.8	3.5	1.5	7.8	9.5	0.7	1.5	31.6
Region 7	61.7	34.4	15.6	29.0	13.2	3.8	4.4	2.0	6.4	12.0	4.2	1.6	37.4
Region 8	63.7	33.8	17.6	26.6	16.6	3.2	2.6	1.2	4.4	11.9	2.4	2.2	38.2
Region 9	59.2	27.3	13.3	26.7	10.7	4.8	4.2	1.5	5.2	12.0	5.8	2.2	36.7
Region 10	66.7	39.1	22.3	31.4	14.6	4.0	4.4	1.9	5.7	13.5	3.7	2.0	41.7
Region 11	64.2	29.3	17.0	26.1	12.6	3.3	3.3	0.9	3.8	11.2	2.4	1.4	36.5
Region 12	72.2	38.2	27.6	29.3	13.6	3.5	3.7	1.1	4.9	12.1	2.5	2.2	39.0

30-day ATOD Use by MACO Region (2008)													
	Alcohol	Cigarettes	Smokeless Tobacco	Marijuana	Inhalants	Hallucinogens	Cocaine	Meth-amphetamines	Stimulants	Sedatives	Ecstasy	Heroin	Any Drug
Region 1	44.3	29.6	14.9	20.4	2.5	0.2	1.2	0.2	3.2	6.4	0.5	0.5	25.1
Region 2	40.4	15.4	11.8	6.5	2.5	0.7	1.3	0.4	1.1	4.7	0.6	0.7	12.0
Region 3	39.9	20.5	13.8	7.8	4.6	0.7	0.7	0.0	2.0	5.2	1.3	0.7	14.5
Region 4	41.6	25.4	18.2	19.5	5.7	0.5	1.3	0.3	1.7	6.5	0.6	0.3	28.0
Region 5	37.5	17.1	10.9	15.4	4.0	0.9	0.7	0.1	1.8	4.7	0.4	0.5	21.0
Region 6	36.9	14.1	7.8	8.9	3.5	0.2	0.4	0.0	2.0	3.9	0.0	0.7	14.5
Region 7	35.1	16.0	6.8	14.0	3.3	1.5	1.4	0.7	2.5	5.4	1.1	0.6	19.5
Region 8	33.3	14.8	7.8	12.0	4.5	0.9	0.5	0.1	0.9	4.5	0.7	0.8	18.5
Region 9	34.2	11.9	7.1	13.9	2.8	1.6	1.5	0.6	1.9	4.6	2.6	1.1	19.1
Region 10	39.6	16.0	9.8	14.9	3.8	1.1	1.3	0.2	1.6	5.2	1.0	0.5	21.2
Region 11	35.6	10.9	8.0	14.0	2.7	1.1	1.1	0.2	1.6	4.4	0.8	0.4	19.2
Region 12	41.0	16.0	11.9	13.5	2.8	1.4	1.1	0.3	1.7	4.5	0.5	0.7	18.9